

# University News

A WEEKLY JOURNAL OF HIGHER EDUCATION

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**S.V. NARAYANAN**

## **Understanding Accreditation**

**B. APPA RAO & I. BHANU MURTHY**

## **Pre-Examination Centres for Weaker Sections in Andhra Pradesh**

**SUSANTA KUMAR PRADHAN**

## **Futuristic Orientation of Teachers — A Rationale**

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## **Sportsmen and Over-the-Counter Drugs for Cold & Flu**

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## **The Reward of Knowledge — Convocation Address**

DEVELOPMENT AND QUALITY OF LIFE

MODERNIZATION OF TEACHER EDUCATION

PG DIPLOMA IN EDUCATION MANAGEMENT



**Association of Indian Universities**



# UNIVERSITY OF DELHI

Advt. No. Estab.-IV/144/96

Applications are invited on the prescribed forms for the following posts so as to reach the Registrar, University of Delhi, Delhi-110 007 latest by 15 May, 1996.

## S. Department/Post (No. of posts)/ Specialization No. desired

### 1. Botany Professor (1)

### 2. Chinese & Japanese Studies

**Reader (1)** (Chinese Studies): (a) Chinese History, Chinese Economics, Chinese Political Geography, (b) Proficiency in Chinese or Tibetan Language with proven ability to use primary sources in Chinese or Tibetan Language. **Lecturer (1)** (Japanese Language). (a) should have cleared level 1 examination in Japanese language proficiency test conducted by the Japan Foundation, (b) Should have experience in teaching Japanese Language using Audio-visual methods. **Research Associates (2)** (Chinese Studies). (i) Master's degree in anyone of the disciplines in Social Sciences/ Humanities; (ii) Proficiency in Chinese language with proven ability to use primary sources

### 3. Chemistry Research Associate (1) Inorganic Chemistry

### 4. Economics Research Associates (2)

### 5. Geography Professor (1)

### 6. Geology Research Associate (1)

### 7. Law Faculty Research Associate (1)

**8. Modern Indian Languages & Literary Studies**  
**Reader (Bengali) (1)** Comparative Literature or comparative Indian Literature, **Lecturer in Sindhi (1)**. Some work in the field of comparative literature & knowledge of an additional Indian Language, **Lecturer in Malayalam (1)** Some work in the field of comparative literature of an additional Indian Language other than Malayalam

### 9. Mathematics Professor (2)

One for South Campus, **Reader (1)**

**10. Music & Fine Arts Readers (2)** (Hindustani Music): One each in Vocal & Sitar. **Lecturers (2)** (Hindustani Music) One each in Vocal & Sitar.

**11. Library & Information Science Lecturers (3)** (Knowledge of computer and their applications in Library & Information Science)

### 12. Philosophy Professor (1)

### 13. Sanskrit Professor (1)

### 14. Statistics Professor (1)

### 15. Urdu Professor (1) Modern Criticism

## SCALE OF PAY

**Professor:** Rs. 4500-150-5700-200-7300,

**Reader:** Rs. 3700-125-4950-150-5700

**Lecturer:** Rs. 2200-75-2800-100-4000;

**Research Associates:** Rs. 2800-100-3300 or Rs. 3300-100-3800 or Rs. 3750-125-4375 or Rs. 4325-125-4700-150-5000

(In one of the grades depending on the recommendations of the Selection Committee)

All the above posts except that of Research Associates carry DA, CCA, HRA, etc. as admissible under the rules in force in the University from time to time.

## Ref. Advertisement No. 142

Applications are also invited for the following posts which had earlier been advertised vide Advt. No. 142 (27.05.1995). Persons who have applied earlier need not apply again but if they want to give any additional information they may do so. Separate application is required for each post for Law Centre-I/Law Centre-II/Campus Law Centre.

**Professor:** Law (1) (For Law Centre-II).

**Readers:** Law (8) [(For Campus Law Centre-(6), For Law Centre I(1) and Law Centre-II(1)]

**Lecturer:** African Studies (4) (one each in Sociology/Political Science/History/Geography); Anthropology (2), Botany (1), Education (10) (One each in Teaching of Biological Sciences/History/Hindi/Philosophy of Education/Political Science/Commerce/Art/Sociology/Physics/Educational Planning and Administration), German and Romance Studies (2) (one in German & the other in Spanish), Law (1) (For Campus Law Centre) Music (2) (Karnatak Vocal), Psychology (2) (Clinical Psychology/Cognitive Psychology); Political Science (1) Physics (1), Sanskrit (1), Social Work (2), Urdu (2), Zoology (2) Developmental Biology/Animal Physiology/Insect Toxicology/Insect Physiology/Chronobiology /Parasitology, Economics (6) and Modern Indian Languages (4) (one each in Malayalam, Tamil, Telugu and Kannada)

For details, kindly refer to Advt. No. 142 or get the details from Establishment-IV Branch (Room No. 205)

Application forms for various posts and details regarding prescribed qualifications can be had from the Establishment-IV, (Room No. 205) New Administrative Block, University of Delhi, Delhi 110 007, during working days (from 9 30 am to 12 30 pm and 2 00 pm to 5 00 pm) either personally or by sending a self-addressed & postage stamped envelope worth Rs. 8/- (size 13 cms x 28 cms.)

**Note:** 1. 15% posts of Lecturers are reserved for SC and 7.5% posts are reserved for ST.

2. It will be open to the University to consider names of suitable candidates who may not have applied

3. Number of posts is given within parenthesis against each post.

4. University reserves the right not to fill up any of the vacancies advertised if the circumstances so warrant.

5. The relaxation of any of the qualifications may be made in exceptional cases on the recommendations of the Selection Committee

6. For Professor and Reader, other things being equal, preference will be given to SC/ST candidates.

7. 3% posts of Lecturers are reserved for Physically handicapped candidates.

10 April, 1996  
Delhi 110 007

Prof. S.K. Wasan  
REGISTRAR

# UNIVERSITY NEWS

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**Opinions expressed in the articles are those of the contributors and do not necessarily reflect the policies of the Association.**

**Editor :**  
**SUTINDER SINGH**

# Understanding Accreditation

**S.V. Narayanan\***

Accreditation — the mark of quality given, after evaluation, by an external body — is important in a competitive environment.

## 1. Meaning

- 1.1. *Accreditation* is the process of evaluating an institution or its programs against prescribed standards for the purpose of certifying for approval if the standards are *at least* met.
- 1.2. It is presumed that accreditation would enable the users of the institution/programs to decide well, and the institutions/programs to improve themselves.
- 1.3. Like ISO, ISI, Agmark certifications available for physical and some intangible products, it is possible to have similar certification for Educational institutions and their programs.
- 1.4 National Assessment and Accreditation Council (NAAC), a body of University Grants Commission, is entrusted with the task of so certifying higher education institutions (HEI) and their programs (including attendant activities). National Board of Accreditation (NBA) of All India Council of Technical Education (AICTE), a separate body, covers only Engineering, Pharmacy, Architecture and Management.

## 2. Purpose

- 2.1. *Reason* It is assumed that as HEIs have great scope for improvement in their performance and in handling future challenges (as against their lacklustre activities as at present), evaluation against standards would serve as an eye opener for possible remedial steps to be taken and for seeking support in the future
- 2.2 *Uses*
  - 2.2.1 To facilitate reliable decision making by prospects for education/employment.
  - 2.2.2 To motivate institutions/programs towards superior offerings and delivery
  - 2.2.3 To assist institutions/programs in
    - 1 Improving themselves
    - 2 Tiding over crises
    - 3 Preventing decline
  - 2.2.4 To enable the quality of higher education to be raised.

## 3. Key Issues

- Key issues that are considered in an interconnected manner for evaluating an institution/program are:
- 3.1 *Purpose*: What is the mission/goal of the institution/programs and who (the beneficiary) is being served?
  - 3.2 *Strategy*: How is the purpose sought to be achieved?
  - 3.3 *Measurement*: How far has the purpose been achieved and in what manner?

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#### **4. Process**

- 4.1. Establish the minimum standards to be met.
- 4.2. Determine the goals of the institution/program.
- 4.3. Measure the reality against standards set.
- 4.4. Decide on the acceptability of reality against standards.
- 4.5. Accredite, if the reality level is acceptable.
- 4.6. Inform of the decision (accredited/not accredited) to the institution/program, giving reasons.

It is this last step which offers points to follow up action by the institution/program.

#### **5. Goals of HEIs**

- 5.1. A Higher Education Institution is expected to prepare people

5.1.1. For the world of work

5.1.2. To use leisure well

5.1.3. To work together for world betterment

5.1.4. To develop credibility for its programs (the courses/students/teachers/administrators/evaluation) in the minds of the stakeholders (teacher/student/funding agencies/society/parents/etc.)

5.1.5. To use resources productively.

- 5.2. Alternatively, the institution/program should

5.2.1. Instil intellectual skills

5.2.2. Develop the individual

5.2.3. Prepare one for employment

5.2.4. Accomplish these with an intelligent use of resources

In sum, it is to generate and provide socially-adjusted educational inputs of *knowledge, skills, and attitude* in an efficient manner.

- 5.3. These can be accomplished only when the institution

5.3.1. Discovers and nurtures talent (in students, employees, others).

5.3.2. Obtains and uses resources well (so that respectability is gained)

5.3.3. Deals fairly and constructively with tensions (to exploit the strengths)

- 5.4. There are issues to be tackled here. To illustrate —

5.4.1. Open or restricted entry (All or a select few)

5.4.2. Quantity vs quality (Many or a few well)

5.4.3. Overcoming the disenchantment with education (among students, society, and even teachers!)

5.4.4. Coping with financial issues of cut-backs, inflation, etc.

5.4.5. All activities vs sharing (through networking?)

5.4.6. Unique or routine education (Niche?)

5.4.7. Focussing on non-core issues (grand buildings rather than a well-stocked Library)

5.4.8. Employee incompetence, non-cooperation, change-resistance

5.4.9. Misuse control (such as those of fund-use, autonomy, etc.)

5.4.10. Bureaucratic rather than managerial approach (as most Vice-Chancellors and Heads of Departments are paperwork rather than goal-oriented).

Thus, HEIs are faced with various kinds of incompetencies — credibility crises, idle capacity, reduced revenue, waste, etc — which would be brought to light during an assessment so that the desire to accredit would prompt improvement.

#### **6. Some Illustrations from HEIs**

##### **6.1. Gap Identification**

6.1.1. Between prospect' expectations and institution's perception of expectations  
Example: An institution assumes that students seek knowledge whereas the students may be seeking only a passport to a job.

6.1.2. Between institution's perceptions and service quality  
Example: An institution may float a course with indifferent contents by assuming that the degree is more valuable than its inputs.

6.1.3. Between specification and delivery  
Example: Insisting on attendance requirement of 75% and frequently waiving them.

6.1.4. Between facilitation and delivery  
Example: Passing of orders which do not get converted into action due to infrastructural and other bottlenecks.



6.1.5. Between delivery and external communication

Example: Expectations, raised by an institution's advertisement and brochures, belied.

6.1.6 Between perceived and expected services

Example: The perception that central universities and private sector institutions would be superior may not be matched by reality.

6.2. Consumers' Quality Determinants

What students/parents/organisations would expect a good institution/program to have -

6.2.1. Access: Easy to obtain in convenient locations and time

6.2.2. Competence. Employees possess the necessary skill, knowledge, attitude

6.2.3. Courtesy. Employees are friendly and considerate

6.2.4 Credibility Trustworthiness of institution and customer-orientation

6.2.5 Reliability Service provided with consistency and accuracy

6.2.6 Responsiveness: Respond quickly, fairly, creatively to requests and problems

6.2.7 Security Free from risk or doubt

6.2.8 Tangibility Service-tangibles project service quality

6.2.9. Customer-friendly Effort to know/understand customer needs and provide individual attention

6.2.10 Communication Accurate, honest, easy

6.2.11. Cost - Value for money

6.2.12. User-friendly : The end-user (the employer, even if self-employed) is satisfied with product.

6.3. Administrative System

The difference between expectations and stock responses are —

6.3.1. Clear goals ("HEIs cannot be given clear goals or MBO unlike business firms")

6.3.2. Commitment to quality ("It is too vague and flexible a concept to be used for HEIs")

6.3.3. High Standards ("With rising reserva-

tions and interferences, even minimal standards have to be diluted")

6.3.4. Monitoring Performance ("Popular and Stereotype, rather than dynamic iconoclastic yardsticks prevail")

6.3.5. Satisfactory Complaints — handling ("Peace-of-the-grave due to fear or disgust is proof of satisfaction")

6.3.6. Employee/Customer Satisfaction ("People can never be satisfied")

6.3.7. Stringent corrective action ("Wrong-doers gain perks, power, and promotions").

As can be seen some are ignorant while others are cynical remarks. It shows the degeneration of HEIs.

(While the above three heads (except 6.3.7) are taken from *Marketing Management* by Kotler, the illustrations are mine).

7. Accreditor

7.1 The credibility and, therefore, the acceptability of the accreditation depends on the ability of the NAAC and NBA Team

7.1.1 To create an awareness of the need and the acceptability of the approach

7.1.2 To defend the process and the conclusion

7.1.3. To motivate the institution/program to better itself

7.2. NAAC and NBA, therefore, require —

7.2.1 Leaders who understand the concept, the issues and the urgency

7.2.2 Team comprising members who are able to incorporate sound management concepts

7.2.2.1. Measuring the performance

7.2.2.2 Coping with resistances

7.2.2.3. Offering acceptable suggestions

7.2.3 A system of working which should demonstrate how HEIs should be run.

Conclusion

An institution/program runs on trusteeship of socio-economic resources — money, time, effort. While the beneficiaries trust it, those within depend on it. An accredited one would have lived up to the trust.

# Pre-Examination Training Centres for Weaker Sections in Andhra Pradesh

B. Appa Rao\*  
I. Bhanu Murthy\*\*

Under Article 16(A) and 335 and the Indian Constitution, posts are reserved for scheduled castes and scheduled tribes in various services under central and state governments, public undertakings, nationalised banks etc. It has been declared as a National Movement for encouraging the employment of SC & ST candidates as per the percentage reserved for them. In order to improve their representation in these services pre-examination training centres were set up in the state of Andhra Pradesh in the year 1981.

These study centres/pre-examination training centres were established with the following broad objectives

1. To promote literacy, scientific and other educational activities among young men and women.
2. To promote integration and dissemination of knowledge in various fields of human activity relating to education, administration and management etc.,
3. To be a centre for research and management development programmes on contract with government, public or private agencies
4. To assist young men and women belonging to the weaker sections of the society in preparing themselves for the competitive examinations being held by UPSC, APPSC and other agencies

Some of the centres are registered under the Societies Registration Act and have many more objectives. All the centres have taken up only the fourth objective. None have attempted any type of research activity as such till now.

## The Centre

A study centre is a government sponsored insti-

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tution attached to a university with the basic goal of enriching the knowledge of the students belonging to the weaker sections of the society and preparing them for the various competitive examinations being held by central government, state government and other agencies. The Centre gives training, additional and complementary to the degree level knowledge of the students. The students who wish to undergo the training in the centre should basically hold a Graduate degree in any discipline including engineering and medicine. The Centres aim at upgrading the knowledge and skill of these students so that they would be selected for the services to which they apply.

## Weaker Sections

The Hindu society is predominantly divided into four tier caste structure. They are Brahmin, Kshatriya, Vysya and Sudra. The last consists of many castes including agriculturists, potters, washermen, barbers etc. Subsequently a new class of caste has emerged as a result of dominance of upper castes namely "Untouchables". They were deprived of all the benefits of the society including education and were exploited in all walks of life. These castes have been identified and listed as Scheduled Castes and Tribes after independence. The Constitution of India provided them with social, economic and political reservations to uplift them and bring them on par with other castes.

In view of the above any test or examination will be common to everybody irrespective of their castes, their intelligence etc. It will thus be a game among unequals. Therefore the government treats these people as a special category. The government encourages them in several ways and one way is to change their perception about examination and prepare them well to enter the job market by giving them additional inputs through these centres. The students are given periodic coaching programmes necessary for the competition and are paid monetary assistance also for their sustenance.

## The Faculty

The Honorary director of the study centre would be a professor of the university who has knowledge in various fields and commitment for the welfare of the weaker sections of the society. The Director, for the purpose of coaching may draw teachers from all the subjects relevant to the examination concerned. Outside experts also participate in the programme and share their knowledge with the inmates.

## Programmes

Coaching programmes conducted by all the centres can be categorised into.

a) Programmes for Civil services of UPSC, APPSC and APCSC

b) Programmes for Bank Probationary Officers examination BSRB clerical examinations, S.S.C and LIC examinations etc.

c) Programmes for admission into professional courses of study

The first two programmes are aimed at preparing the students to face competitive examinations and interviews etc, whereas the last programme's objective is to enter the professional courses of education. Many of the centres conducted the third programme regularly and other courses selectively based on the need and number of candidates registered for that particular programme.

Besides giving coaching and training, the centres are also constantly engaged in the preparation of reading/learning material for various competitive examinations. The centres also provide exhaustive library facilities to the students.

## Finances

The centres have been functioning for the last 15 years on adhoc basis only. There are no fixed financial sources for the centres. The major source of finance for the centres are Department of Social Welfare, Tribal Welfare and Backward Classes Welfare. The respective universities to which these centres are attached do not provide any kind of financial assistance either for conducting a programme or for the salaries of the staff.

Every year the centre has to prepare a budget and present it to the Department of Social Welfare. The Department will sanction funds based on the budget and release funds to the concerned Registrars of the universities.

It can be observed from Table 1 that out of the 8 Study Centres only 5 centres have been financed by the Department of Social Welfare. Even in these 5 centres the A.U Study Centre and JNTU centre have utilised the grants from the year 1989 only. There is no uniformity of the amount released by the Department to any of the study centres in any year. This is because the programmes conducted by these centres vary from year to year.

**Table 1 showing the Amounts released by the Social Welfare Dept. and Amounts spent by the Study Centres in Andhra Pradesh during 1985-91**

(Rs. in Lakhs.)

| Year/Centre | Nagarjuna |      | AU Study |      | SKD University |      | JNTU |     | Kakatiya |      |
|-------------|-----------|------|----------|------|----------------|------|------|-----|----------|------|
|             | AR        | AS   | AR       | AS   | AR             | AS   | AR   | AS  | AR       | AS   |
| 1985        | 2.03      | 1.93 | —        | —    | 3.20           | 2.37 | —    | —   | 2.63     | 2.48 |
| 1986        | 2.37      | 2.52 | —        | —    | 4.10           | 2.92 | —    | —   | 3.15     | 2.20 |
| 1987        | 0.81      | 0.84 | —        | —    | 5.91           | 4.59 | —    | —   | 2.87     | 2.86 |
| 1988        | 0.33      | 0.33 | —        | —    | 1.24           | 0.64 | —    | —   | N A      | 2.51 |
| 1989        | 3.09      | 2.17 | 3.07     | 1.52 | 5.66           | N A  | 3.41 | N A | 3.65     | 2.71 |
| 1990        | 4.18      | 3.92 | 2.37     | 2.27 | 5.24           | 4.77 | 5.04 | N A | 3.28     | 1.62 |
| 1991        | 4.28      | N A  | 2.48     | 2.45 | 4.15           | 1.58 | 4.64 | N A | 2.70     | 1.29 |

Note: AR = Amount released AS = Amount Spent

## Performance

Table 2 presents a picture of the programmes conducted by these centres and the results achieved by them. The results are very meagre when compared to the programmes conducted. One could easily conclude about the quality of these programmes. In order to improve the performance of these Centres, firstly a full time Director should be appointed in addition to the Honorary Director to look after the finances, the smooth conduct of these programmes and the administration of the Study Centre. These Centres should conduct the above programmes on a constant basis throughout the year. Candidates who are taking coaching in the centres should apply through the centres so that there is effective monitoring of the candidates' per-

formance and the results could be analysed properly. A batch of students should be selected by the Centre and given coaching for all possible types of examinations, so that they can appear for any examination they wish.

It is also necessary that selected teachers of the educational institutions should go through an orientation course which would enable them to provide the needed counselling and guidance to the students. If these Centres are organised properly and become successful in training the students belonging to weaker sections for various competitive examinations, the government can fulfil the constitutional obligation of the welfare of the weaker sections of the community.

**Table 2 Year-wise Performance of P.E.T.Cs Affiliated to Universities in Andhra Pradesh during 1986-87 to 1993-94**

| Universities  | Year    | No of Courses conducted | No. admitted | No. finally Qualified |
|---|---------|-------------------------|--------------|-----------------------|
| 1 Nagarjuna Study Centre, Guntur                                  | 1986-87 | 3                       | 229          | 113                   |
|   | 87-88   | 3                       | 180          | 63                    |
|   | 88-89   | 3                       | 200          | 72                    |
|   | 89-90   | 5                       | 354          | 182                   |
|   | 90-91   | 4                       | 312          | 52                    |
|   | 91-92   | 7                       | 465          | 60                    |
|   | 92-93   | 6                       | 379          | 183                   |
|   | 93-94   | 9                       | 350          | N. A                  |
| 2. A U Study Circle, Waltair                                      | 1991-92 | 4                       | 300          | 116                   |
|   | 92-93   | 6                       | 379          | 183                   |
|   | 93-94   | 4                       | 395          | 119                   |
| 3 P.E.T.C. Tirupati   | 1987-88 | 2                       | 192          | N.A.                  |
|   | 88-89   | 4                       | 206          | N.A.                  |
|   | 89-90   | 4                       | 352          | N.A.                  |
|   | 90-91   | 6                       | 317          | N.A.                  |
|   | 91-92   | 2                       | 119          | N.A.                  |
|   | 92-93   | 6                       | 265          | N.A.                  |
|   | 93-94   | 4                       | 172          | N.A.                  |
| 4 Srikrishna Devaraya Institute of Academic Development, Anantpur | 1985-86 | 6                       | 582          | N.A.                  |
|   | 86-87   | 3                       | 273          | 68                    |
|   | 87-88   | 5                       | 446          | N.A.                  |
|   | 88-89   | 7                       | 674          | 39                    |
|   | 90-91   | 6                       | 501          | 13                    |
|   | 91-92   | 6                       | 500          | 83                    |
|   | 92-93   | 6                       | 475          | 15                    |
|   | 93-94   | 6                       | 360          | 27                    |



|    |            |         |      |      |      |
|----|------------|---------|------|------|------|
| 5. | Kakatiya   | 1986-87 | 3    | 223  | 29   |
|    | Adhyana    | 87-88   | 3    | 221  | 32   |
|    | Kendra,    | 88-89   | 5    | 321  | 24   |
|    | Warangal   | 89-90   | 3    | 356  | 79   |
|    |            | 90-91   | 3    | 241  | 23   |
|    |            | 91-92   | 2    | 155  | 22   |
|    |            | 92-93   | 3    | 227  | 2    |
|    |            | 93-94   | 2    | 99   | N.A. |
| 6. | C.E.C.C.   | 1986-87 | 5    | 24   | 2    |
|    | Hyderabad  | 87-88   | 4    | 157  | 2    |
|    |            | 88-89   | 5    | 222  | N.A. |
|    |            | 89-90   | 3    | 142  | N.A. |
|    |            | 90-91   | 4    | 241  | N.A. |
|    |            | 91-92   | —    | —    | —    |
|    |            | 92-93   | 2    | 185  | N.A. |
|    |            | 93-94   | 2    | 130  | N.A. |
| 7. | Central    | 1991-92 | 2    | 71   | N.A. |
|    | University | 92-93   | N.A. | N.A. | N.A. |
|    |            | 92-94   | N.A. | N.A. | N.A. |

### Problems

These centres face many problems in the conduct of the programmes. Some of them are listed below.

1. Lack of interest on the part of candidates themselves.

2. Coaching programme is only a stop gap arrangement for the student and he does not take it seriously.

3 Student - teacher ratio is not maintained.

4 No student-teacher interaction after class hours.

5 Over crowding of the hostels.

6. Lack of constant monitoring of the students out of class hours

7 Late receipt of funds leading to non-supply of reading material well in advance and also adequate funds are not provided.

8. No uniform rules regarding payment of remuneration to teachers.

9. No advisory committee at study centre level for smooth and efficient functioning of the centres.

10. There are no regular coaching programmes in each centre with pre-fixed time schedule.

11. Lack of proper infrastructural facilities for

the conduct of the programmes.

12. UGC's financial support not utilised to the extent possible to strengthen the financial resources of the centre.

13. Part time teachers do not take adequate interest in improving the standards of the students.

### Suggestions and Conclusions

The performance of the candidates as well as the functioning of the Centres largely depend on the scientific approach and on strategies in identification and selection of candidates for the programmes. Result oriented programmes can be undertaken only when residential pre-examination training centres are established. The government should also think of establishing a residential training society on the lines of A.P. Residential school society and attach them to the universities. Finances should be released on priority basis to these centres. The student selection could be done at the college level itself.

The monetary benefit extended to the candidates should not be the goal. It should be kept in mind that this programme is not an anti-poverty programme. Interaction between students and teachers and constant monitoring by the teachers on a personalised basis should be made a pre-requisite in order to improve the chances of success in the examination.

# **Futuristic Orientation of Teachers**

## **A Rationale**

**Susanta Kumar Pradhan\***

Social change is inevitable and a common phenomenon. But of late, the sociologists all over the globe have realized that social changes have been taking place much faster over the broad sweep of time, thanks to rapid technological development, industrial revolution, demographic transition, political turbulence, economic revulsion, cultural erosion and so on. Realizing the tremendous pace of change in the modern era the famous sociologist W F Ogburn (1922) writes, "the change was quite slow in very early times. Based on findings of stone-work, the development of the material culture of the Cheulean period to Acheulean and the Acheulean to the Mousterian required an interval of about 25000 years each. From Neolithic times to the historic period and historic period on, the changes in material culture have been much more rapid. At the present time both the change and the accumulation of material culture was quite rapid and may be measured in such brief intervals as generations or even decades." Considering the increasing speed of social change and its profound effects in various sectors of social life we are fast rushing towards a society/world which may appear to us a complete new one or even alien. At this point many futuristic thinkers have raised their doubts whether we are prepared enough to cope with the pace of change. As Toffler (1970) says, "change is avalanching upon our heads and most people are grotesquely unprepared for it." Toffler's concern cannot be overlooked by considering it as mere exaggeration but it is a fact that "when things start changing outside, you are going to have a parallel change taking place inside" (Christopher Wright). In other words the equilibrium is needed to be maintained equally in the human brain keeping pace with the changes taking place in the outside world. Such an equilibrium could be maintained by developing the capacities of the mind and body with an orientation towards issues of the changing society. In this connection, education undeniably plays a very crucial role because it is

through education man can quickly learn how to control the rate of change in his personal affairs as well as in society at large.

Before we think of giving a futuristic slant to our general education system, the system of education itself tells a totally different story of its receptiveness to the ideology of change. The present system of education in India has recently come under severe criticism for its undue emphasis on memorization of textbook knowledge by the students. Education which is a process of making an allround development of the human being has been unfortunately reduced to a mere process of information gathering. In the process students just learn the ways and means to store the information and to reproduce the same as and when demanded (i.e. during examinations) to get a good score. Thus they fail to realize the real meaning and value of education beyond the purview of school/university examinations.

From the system point of view too there have not been any systematic and serious efforts made to make the students aware about the future scenario of supply and demand of manpower in the job market, for in certain sectors we have surplus labour force and on the other hand we have acute shortage of skilled manpower in certain others. Apart from all that there is ever growing problem of educated unemployment and under employment getting worse and worse day by day. The problem of educated but unemployed youth has reached such a proportion that a serious evaluation of our education system has become almost inevitable. It seems instead of broadening the path of progress and development our system of education has rather narrowed down the meaning of education *inter alia* making a large chunk of people useless/unproductive for the society. The students unconcerned with their future are left all alone to face the real challenge of life after completion of their formal education. Soon after their coming out of the educational institutions, they receive a shock that they are either unfit or misfit for the immediate work situations offered by the society. The above situation may lead

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to further complicacies or it may induce serious repercussions against smooth social functioning. Under the circumstances is it not the responsibility of the education system to give a right perspective to education so that the students would not only be able to absorb the shock, but also will be able to give right direction to their own career either by utilizing their acquired knowledge or by acquiring required knowledge.

At this juncture if we reflect on our system of education then the education system as a sub-system of the society is also facing futuristic threats due to tremendous knowledge explosion, technological development and ever increasing population. Population explosion has resulted in imposing a tremendous pressure for the demand of education which in the long run led to the problem of inequality in access to education; knowledge explosion makes today's knowledge a mis-information for the coming days; advanced mass-communication technology has a greater impact on the psycho-social transformation of the learners. As a matter of fact, today we have a younger generation which is more informed about themselves and their surroundings. But in contrast our education system has remained more or less unchanged. Considering this Toffler remarked, "it is not possible for education to cope up with the kinds and amounts of change that has taken place in a collapsed time scale"

Considering the mental maturity of the present day learners the conventional system of education which has reduced the learning process into mere assimilation of knowledge for the sake of reproducing the same in the examination, is a frustrating experience for a sizeable population. This is the reason for the emphasis on overhauling of the whole system of education. Though certain minor changes have been brought about in the education system at the process level, their impact has not been felt proportionally at different socio-educational sectors. The education system has not succeeded in providing proper placement to the students after the completion of their courses. The students even lack the ability to realize their role in society which more or less has led them to a state of "identity crisis". Hence, the bringing about of minor changes in the syllabi or in the pattern of education, what is normally done in the name of curriculum renewal periodically is not sufficient to produce desirable outcomes unless it is future oriented in the real sense of the term. Emphasising the importance of future in the context

of education, Toffler says, "it is no longer sufficient for Johnny to understand the past. It is not even enough for him to understand the present for the here-and-now environment will soon vanish. Johnny must learn to anticipate the directions and rate of change. He must to put technically, learn to make repeated probabilistic increasingly long range assumptions about the future. And so must Johnny's teacher."

It is high time to realize that neither the past nor the present reality is sufficient to help shaping our education system. According to Bogodon Suchodolski (1962), "education for the future expresses the conviction that the present reality is not the only reality and that consequently, is not the only criterion in education. The future reality is another. In defining this future reality historical necessity coincides with the realisation of our ideals. This necessity is a protection against utopia; action is protection against fatalism. The fact that the principle of education for the future means breaking out of the narrow horizons of the present is of great significance." Therefore, the student must be directed to learn to make probabilistic and long range assumptions about the future to keep pace with the process of change. Making education system future oriented means the complete transformation of the organisational structure of the education system, revolutionisation its curriculum and orientation of both teachers and students to predict the future

Considering the large scale transformation of the education system, the role of the teacher and the teaching community is crucial as they are the part and parcel of the whole system of education. They possess all the potential to shape the destiny of the nation as they are not only the information processors but they also play a vital role in planning and organisation of the educational programmes, and as the interpreter of knowledge in the right perspective too. But, are our teachers really aware of their role as a change agent in the proper context of education? The reality is the teachers' old habits and practices die hard despite their exposure to existing pre-service teacher education programmes. It seems as if the teachers have immunised themselves against the processes of change and innovation. Thus it can be concluded that the pre-service teacher education programme has failed to sustain its impact on the teachers. This may be due to the limited scope of pre-service teacher education

programme, or its shorter duration or the lack of appropriate follow-up after the initial training. Hence, there is a strong need for continuous education of teachers to give them the right direction before we put the whole education system in right gear keeping pace with the acceleration of change. In this regard Levin (1962) has rightly pointed out, "the future training of teachers in service works like a tonic, like an injection that helps to protect the body from different diseases and the commonest disease teachers suffer from is arteriosclerosis, that is 'long set habits' that become the second nature forcing them to act always in the well established way independent of the transformed world around them."

If we want to make any headway in revolutionizing the whole system of education then we have to first infuse in our teachers the ideology of future consciousness through well organised in-service education programme for the teachers. By advocating in-service teacher education programme we do not deny the potential of pre-service programme to foster futuristic outlook, but at the doorstep of the 21st century we cannot afford to wait for one more generation till the pre-service education takes its own turn to rechristen the teachers. For that matter we cannot even rely upon a few existing in-service programmes — whatever we have only in some strategically located areas mostly planned and organised by the agencies like: Continuing Education Departments of the Universities, Extension Education Centres/Departments of Teacher Training/Colleges. Recently launched Programmes of Mass Orientation (PMOST) and other such programmes organised by NCERT, SCERTs, and DIETs would also be of a little help to make the teachers future oriented. Looking at the urgency of such orientation, alternative strategies could be thought of. One of these alternatives could be to ask the newly launched DIETs, IASEs, CTEs to organise such programmes in a continuous manner. Recently the system of teacher education has been revamped by launching DIETs, upgrading secondary teacher education institutions into IASEs, strengthening of CTEs and all these institutions are now better equipped to undertake the challenge of running both pre-service and in-service programmes in a continuous manner. At this stage it is also necessary to link the teacher education institutions and the schools in their vicinity so that the impact of the training inputs could be monitored, assessed and if required

immediate alternative follow-up suggested. In addition, universal provision of in-service education programme may be designed on the lines of PMOST or the futuristic inputs may be incorporated in the PMOST itself so that the implications of futuristic change (thrust) could be transmitted uniformly to all the teachers within a stipulated period of time.

The instructional objectives of such future oriented in-service education programme could be visualised in two ways: (1) to sensitize the teachers to be receptive to the thrusts of change; and (2) to train them (teachers) in the methodology of transmission of such message of change to the students through their daily curricular and extra-curricular activities. Accordingly the instructional inputs (content) may include discussions on the following themes: futurology, receptiveness to scientific and technological development, application of knowledge, designing future oriented curriculum and learning strategies, problems of the modern world caught in the whirlwind of rapid change, axiological harmony with art and culture within the nation and the outside world, the phenomenon of information overload, excessive dependence on science and technology and the resulting phenomenon of structural unemployment, over exploitation of natural resources, collapse of old culture and the crisis of westernization etc to mention a few. Mere inclusion of above mentioned topics or the topics of similar themes into the in-service teacher education curriculum may turn out to be infructuous unless the implicit message of these topics are translated into the practice. Such a futuristic oriented in-service teacher education programme would provide a solid grounding to transform the whole system of education as also be instrumental in the smooth transformation of society.

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# Sportsmen and Over-the-Counter Drugs for Cold & Flu

Jawahar Lal Jain\*

Argentine captain Diego Armando Maradona, one of the world's best soccer super stars caught for using a banned drug — ephedrine and four other related prohibited substances during world cup soccer tournament in USA, was banned for taking any further part in world cup. In fact this was one of the biggest shocks in the world cup history, for a player who had led Argentina to a world cup triumph in 1986. An American swimmer Rick DeMont had to be stripped of his gold medal in 400 - metre free style swimming in 1972 Olympics, though he argued that he was taking ephedrine only under doctor's prescription for a long term asthma. Maradona was earlier tested positive for cocaine after a game in March 1991 and was banned from 6th April '91 to June 30, 1992 by FIFA (i.e. 15 months ban). Whether the drug this time was given by his diet adviser, his team doctor or he himself took it is not clear. Stimulants comprise various types of drugs which increase alertness, reduce fatigue, may increase aggressiveness, hostility. Amphetamine and its derivatives like ephedrine, phenylpropanolamine are among the most common central nervous system stimulants used by athletes who hope to gain some illegal competitive edge. They are used by football and basketball players, track & field athletes etc. Amphetamines first became popular among truck drivers, college students who needed to study for exams and entertainers. Athletes were lured to amphetamines because they felt these drugs would increase their energy, alertness and speed.

Ephedrine, pseudoephedrine, phenylpropanolamine are stimulants found in some over the counter cough, cold and sinus medications. Clinically ephedrine is commonly used in treatment of asthma, hay fever, sinusitis, allergic rhinitis, urticaria and other allergic disorders. As these medicines are so readily available at chemist shops, they are easily abused by the athletes for their stimulant effects. In high doses, these drugs produce mental stimulation and increased blood flow. The side effects include high blood pressure, headache, irregular heart beat, anxiety, tremor, loss of appetite and palpitation.

No product for use in cold, flu or hay fever purchased by a competitor or given to him should be used without first checking with a team doctor that the product does not contain a drug of the banned stimulants class. In India, unfortunately more than 98% of the doctors even are not aware of the list of banned drugs for athletes and for any international competition, the doctor if at all selected to go with the team is the last minute passenger.

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who on a number of occasions may not be conversant with banned list of drugs and more often is not conversant with his team members even.

Commonest decongestants for cold, flu banned by International Olympic Committee include Ephedrine, Pseudoephedrine and Phenylpropanolamine. In India - *Ephedrine* is marketed as — Actilex, Amidrin, Asmaplon, Alergin, Asmotone, Corex, Cadiphyllate Elixir, Asmapax depot, Endrine prepn, Exiplon, Grisyrup, Glykof, Marax, Mintus cough linctus, Protussa, Ephedrex, Phensedyl, Tedral Prepn, Tossex Improved, Tristina, Zedex, Vicks Action 500.

*Pseudoephedrine* — marketed as — Sudafed, Actifed, Bromosil, Coscopin BR, Lupihist, Solvin, Soothex, Tuxyne, Deletus-D, Rinostat etc.

*Phenylpropanolamine* — marketed as — Triominic/cs, Contac-cc., Eskold, Febrex Plus, Tixylix, Alex cough formula, Coldavir-SR. etc.

During 1960s and 1970s, amphetamine use among football players appeared to reach epidemic proportions. According to Dr. Robert Voy of USA, the football players used to take amphetamine tablets in the training room from candy jars. Not only did the amphetamine tablets help the players mask the pain they might have been feeling before and after kick off, they also helped them get psyched. Players swallowed a dozen amphetamine pills right before the game time and then play for 3 hours with absolute no ability to sense pain or inhibitions. Sometimes they used to come back into the locker room with their arms dripping with blood or with their cracked fingers dangling limply. The amphetamines were also called 'speed' in USA. 'Speed' was a very popular drug not only among football players but among the basket ball players also.

It is essential that all athletes, coaches and physicians especially for any international competition must be aware of the latest list of banned drugs by International Olympic Committee (IOC) with their Indian trade names so that if the athlete is not that educated, he can show the list to the doctor and seek proper advice. To avoid this mess, constant education is extremely necessary. A physician or parent advising an athlete must continuously remind the athlete of the necessary precautions when using over-the-counter medications. Generally these substances clear from the body in 48 to 72 hours but any stimulant of the banned variety taken 48 hrs. before the competition can be detected in urine examination. As little as one dose of a sympathomimetic amine can cause an athlete to be disqualified for doping. Sports Sciences Research Foundation, has come out with a mini directory comprising latest list of banned drugs & permissible drugs by IOC which is a useful ready reckoner not only for athletes, but for coaches and doctors as well.

# The Reward of Knowledge

**Dr. K. Kasturirangan, Chairman, Space Commission and Secretary, Department of Space, Government of India, delivered the Convocation Address at the Fourteenth Annual Convocation of the Mangalore University. He said, "The reward of knowledge is in practical tangible benefits to be found throughout the world. In addition to these tangible benefits are the intangible ones of increased understanding on the part of humans of their place in the scheme of things. The battle against ignorance is a never ending one, but each new concept, accepted as a result of increased understanding, has its beneficial influence on the enlightenment of humankind." Excerpts**

## Some Global Issues

One of the most significant impacts of the modern economic activity has been felt in the state of the ecosystem. The continuous drive of the humankind to secure improved standards of food, clothing, shelter, comfort and recreation for growing number of people is resulting in environmental degradation. Resource use, waste production and environmental degradation are accelerated by population growth.

It took hundreds of thousands of years for the human species to reach a population level of 10 million, only about 10,000 years ago. This number jumped to 100 million people about 2,000 years ago and 2.5 billion by 1950. Within a short span of a single life time, it has doubled to an incredible level of 5.5 billion in 1993. This exponential increase in the population growth is a result of both the sustained high birth-rates as well as lowered death-rates. We are facing the prospect of further doubling of this population to 11 billion people before levelling off towards the end of the 21st Century. This is under the assumption that the fertility declines

within 60 years from the current rate of 3.3 to a global replacement rate of 2.1 children per woman

Impact on the quality of life through population growth is further compounded by consumption habits, certain technological developments, particular patterns of social organisations and resource management. The problems arising from anthropogenic induced environmental stress include the growing loss of bio-diversity, increasing green house gas emissions, increasing deforestation world-wide, stratospheric ozone depletion, acid rain, loss of top-soil and shortages of water as well as food and fuelwood in many parts of the world. Many of these are the result of activities both in developed and developing countries. Developed countries with 85% of the gross world production and 23% of the population account for the largest part of the environmental impact.

The carrying capacity of the Earth is finite. In the last decade itself, food production from both land and sea has declined relative to population growth. The usable agricultural land has shrunk because of soil erosion

and reduced possibilities of irrigation. The availability of water is already a major constraint in several countries. We are surely seeing the situation of natural systems being pushed even closer to their end. There is thus an urgent need for addressing solutions as a part of evolving strategies for sustainable development. Among other things, these will include incorporation of environmental goals at the outset in the legislation, economic planning and priority setting and to provide appropriate incentives for the public and private institutions, communities and individuals to operate in environmentally benign way. Tradeoffs between environmental and economic goals could be reduced by wise policies. The relationship between human population, economic development and the natural environment are complex. Examination of local and regional case-studies reveals the influence and interaction of many variables. For example, poverty and lack of economic opportunities stimulate faster population growth causing increased environmental degradation by encouraging exploitation of marginal resources. In this context, the natural and social sciences are crucial for developing new understanding so that governments and other agencies and institutions can act more effectively and for developing new options for limiting population growth, protecting the natural environment and improving the quality of human life. God, it is said, created this earth for humankind. But He did not give a blueprint for how to run this planet. The challenge for you, my friends, is for the generation of this blueprint so that the world of tomorrow will be a much better place to live.

## **The Indian Context**

India with its 3.2 million sq. km. area and 900 million population faces several issues of the global concerns elucidated earlier. Even assuming that the birth rate, which has decreased from 35 to 30 per thousand over the last two decades, is further brought down, the current projection indicates that the country's population may stabilize only around 1.8 billion around 2060. This in turn calls for an annual food production of over 400 million tons of grains even as the arable land per capita will reduce to 0.1 ha. In this perspective, the problem of low agricultural yield, which today is 1.6 ton/ha for India, compared to 5 ton/ha in the developed nations needs urgent attention. The burgeoning population has further put increasing pressure over the limited available land area thereby endangering the fragile ecosystem. For example, the closed forest cover today, in terms of the country's area, is 11.7%, against the declared national objective of 33%. India's per capita forest wealth, at only 0.1 ha., is the lowest in the world, the world average being one ha. per capita. Needless to emphasize, forests are crucial for conserving the water regimes including watersheds and catchments as well as biodiversity and in the context of agro-forestry, industrial forestry and for eco-revival through reclamation of waste land. One of the major problems of deforestation including reduced vegetative cover is the extensive soil erosion leading to unacceptable deterioration of top-soil, sedimentation of water bases, desertification and frequent flooding. The soil erosion, for example, in the deforested tracts of our country ranges from

10 ton/ha. in the plains to about 30 ton/ha. in the north-eastern hilly regions which is 10-50 times higher than in the forest areas. This in turn leads to both land degradation and very high level of sedimentation loads in the Indian rivers. Another major area of concern is the management of water resources which has reached alarming proportions in the recent years. In a tropical country like India, optimum management of water resources has become crucial, particularly, in the dryland tracts because most of the precipitation occurs in about three months. Contrast this with the ability of high latitude countries to preserve the soil moisture for eight months in a year through precipitation. Problems of silting of water reservoirs and high rate of water run-off are the other issues to be dealt with. Over-exploitation of groundwater has resulted in static water table being depleted in most parts of our country. For example, in Ahmedabad the water table has subsided from 100 feet to 300 feet over the last three decades. India with a large coastline of more than 6000 km also today faces peculiar problems of coastal zone environmental degradation. For example, mangrove forests that provide excellent rooting conditions and thus act as effective barriers against coastal erosion have been denuded by almost 80% over the last 100 years resulting in increased erosion of the coasts and loss of biological productivity in these areas. The marine environment is contaminated through the river discharges, transporting pollutants from industrial, commercial and agricultural wastes. The explosive population growth coupled with inadequate employment opportu-

nities in rural areas has resulted in large scale migration to urban areas. The urban population in India, which was hardly 30 million in the year 1900, has already increased to over 240 million, forming almost 30% of the total population and is expected to cross 400 million by the year 2000. Such trends of heavy urbanisation are already having telling effect on meeting the basic needs of health, sanitation, living quarters and other civic amenities. A strategy of balanced development that takes due cognizance of rural needs with region and locale specific plans, on a sustainable basis, is the need of the hour in the context of rural areas. The reason for dwelling at some length on the issues of population, environment and development is that they are some of the most important problems facing the human-kind today. In the context of our own developmental efforts, to you, my young friends, these offer challenges not only in science and technology, but also in social, political, economic or even cultural dimensions.

## **Challenges of Literacy and Education**

Yet another crucial dimension to the national development is literacy and education. In the context of literacy and education, the related problems are equally complex and serious. Coming to literacy, at the beginning of this century, the literacy level in India was 5.4% and that of women only 0.6%. The number of illiterates in the year of our constitution was about 240 million excluding 0 to 7 age group. It increased to 330 million in 1981. If this trend is to be extrapolated, the level of illiteracy should be as high as 500 million in 2000 which would consti-



tute nearly 50% of the total illiterates in the world. Intervention by several agencies in the country in the recent years seems to change this trend. The literacy movement has already shown the potential to develop into a movement beyond literacy. The movement can liberate the poor and the illiterate from fatalism and institute a sense of confidence. For the middle class and the educated this movement can liberate them from apathy and cynicism, thus making them more creative.

In the context of education and particularly higher education in science, I consider it worthwhile to highlight some of the issues and possible solutions addressed in a recent report on 'University Education in Science' brought out by the Indian Academy of Sciences. In making an assessment of the dimensions and common perceptions of the problem, the report has highlighted certain facts concerning school, undergraduate and postgraduate science education in India. The number of school-going students, about 12 crores in 1985, has been continuously increasing at the rate of about 3% per year. However, against the corresponding demand, the number of well-equipped schools in terms of laboratories, libraries and competent staff is extremely small. It has been estimated that not more than 60% of schools even have a blackboard and less than 30% have any kind of library or laboratory facilities. In meeting these basic needs, the level of funding is about 15% of the total annual school educational budget of Rs. 2500 crores. Thus, the actual amount available for the equipment of school is

hardly about 375 crores the remaining going for salaries and other overheads. At the next level, less than 1% of the students who complete the 10+2 school years go on to science education at college level. While the total number of students in all 3 years of undergraduate science courses has risen from about 1,28,000 in 1950 to 7,25,000 in 1980, the percentage of the total student population choosing science after school has dropped over the same period from 32% to about 19% today. The undergraduate education, it may be mentioned, is imparted through a large number of affiliated colleges, about 6000, at present. Many of these colleges are ill-equipped. It is also to be noted that of the total university output of undergraduates each year, approximately 1/3rd are in the sciences. Further, how many really gifted and potentially creative science students are produced each year in the whole country, who go on to do research and work for Ph.D? Reasonable estimates based on the collective experience of many academics in their own institutions are that this number is not much more than 150 to 200. Thus, the number of students who are suitable and who have an aptitude for research is appallingly small. This background needs to be kept in view in the context of our general concern about the standards in all respects that have declined rapidly and alarmingly. In the context of making some suggestions and programmes for coordinated action, the Academy Report has suggested the need for acquiring basic levels of proficiency in mathematics, computers and electronics at the end of 3-year

B.Sc. (Honours) level programme and to make the entire programme challenging and flexible to promote combination of subjects like physics and biology and mathematics and biology. The academy panel further notes that for majority of those entering undergraduate courses each year, totalling to about 1,25,000, it is essential to go beyond conventional systems and methods in order to improve matters. Since many of these students study in affiliated colleges, there is a need to employ new methods of communications and distance education, such as, video taping of lectures by outstanding teachers, preparing entire course of lectures on tape, periodic teacher-training programmes at nearby universities, etc. As a matter of general observation, the Academy Panel opined that science education has become even more important in the context of the present efforts of the country towards globalization and market economy. With much emphasis being laid to the improved prospects for attracting foreign investment that the new environment in the country provides, the complementary aspects of formulating new policies to provide an opportunity for our own trained human-power to create wealth for the nation by participating in and contributing to scientific and technological endeavours in India and across the globe are equally important. At the same time, we need to support and strengthen our capacity to create, absorb and transform technology at various levels, and this can only be achieved against a background of solid foundations in the basic sciences. In this context, the Acade-



my Panel makes interesting suggestions regarding the formulation of a large variety of undergraduate degrees in applied science as well as linkage between the colleges and universities with national laboratories, major national agencies and industries.

Now coming away from the panel report, in overall context, the total investment in education including sports and technical education by both Central and State structures in India is about 3,300 crores of rupees, which is less than 3.5% of our total expenditure. In spite of our country having large scientific community, the number of scientists is less than 4.5 per thousand people as against 110 in Japan or over 250 in many of the European nations. The number involved in research, a better index in the development of science and technology, is just 0.25 per thousand people as against 5 per thousand in all scientifically advanced nations.

Against the background, it is obvious that we need to mount a multi pronged attack for tackling the problem of literacy and education. There are enormous challenges. New and innovative technologies and techniques need to be evolved. This field promises several exciting possibilities for those of you with resourcefulness and originality.

### **Sense of Pride**

Against all that we have said so far, how well have we fared in the overall context of the national development? India since its independence has made tremendous strides in education, science and technology, agriculture, health, and industrial develop-

ment. For example, not withstanding the low yield in agricultural output, our overall agricultural production has increased from 55 million tons per year at the time of independence to the current level of 180 million tons per year. The real challenge in this is now to see that the strategy for further improvement in food production to exceed 250 million tons for meeting the needs of the population in the early part of next century is evolved through improved agricultural practices including the use of fertilizers, implementing new irrigation schemes and use of appropriate inputs from the modern development in genetics. In the area of science and technology, establishment of the laboratories under the Department of Scientific and Industrial Research, the Department of Science and Technology as well as in several academic institutions resulted in the creation of necessary infrastructure and environment for carrying out pure and applied research in a variety of scientific and technological disciplines. Setting up of Department of Atomic Energy and Space clearly emphasized India's determination to adopt the most modern technologies and techniques for national development. The important aspect of the Research & Development funding so far has been that there has been no worthwhile project or programme in our country that has suffered for the lack of financial support. In many areas, India's efforts in science and technology are second to none. Let us take the case of Space as an example since I am more familiar with this aspect of national development.

Over the last three decades

since the inception of this programme in early 80's, the country has made rapid strides in the harnessing of space technology for the needs of grassroot national development. In this process, we have acquired the capability, at the cutting edge of technology, in several areas of space. The recent launching of the new generation remote sensing satellite IRS-IC and its successful commissioning in orbit is a case point. This satellite in its sophistication, capability and complexity ranks the best in the world among the currently operating civilian satellites of remote sensing for earth resource survey from space. Through IRS-IC, India plans to make major forays into the global remote sensing market, by providing the data acquisition and utilization services on a commercial basis. Our launch vehicle programme is also progressing towards acquiring contemporary capability to launch multi ton satellites into the near earth and geosynchronous orbits. India, further, has already established a pre-eminent position in the application of space for communication, television broadcasting for entertainment and developmental communications, earth resource survey through satellite based remote sensing as well as meteorology.

In the context of industry, one of the two factors contributing to our security and stability is our industrial development. At the time of independence, our industrial production growth rate was a mere 2%. Today our annual growth rate on the industrial front has increased to 5 to 6% and is poised for even higher annual

growth. Our industrial base has expanded and diversified to a considerable extent in the last decades. Majority efforts have been made to upgrade technology in a variety of industrial projects and processes ranging from heavy machinery to chemical and petrochemical processes. Multi pronged strategy involving project engineering, product designing and technology adaptation leading to the industrial progress has been made possible by our wide network of academic institutions, national laboratories, in house R&D units and specialized Government departments. Needless to emphasize, India is today the sixth major nation in terms of its purchasing power. It has thus become the focus for major commercial ventures through extensive foreign

investments and joint ventures. There are many such examples of India's impressive progress and achievements. This is a unique point of time in our history and for the new generation, there are several opportunities to seize upon.

### Shaping to be a Good Citizen

The reward of knowledge is in practical tangible benefits to be found throughout the world. In addition to these tangible benefits are the intangible ones of increased understanding on the part of humans of their place in the scheme of things. The battle against ignorance is a never ending one, but each new concept, accepted as a result of increased understanding, has its beneficial

influence on the enlightenment of humankind.

The ruins of the ancient University of ours, Nalanda, bear standing testimony to ancient India's rich tradition in education, scholarship and knowledge. There was a time when India was the leader of the world knowledge. Great physicians and surgeons like Jewaka, Charaka, Sashruta and Vagbhata flourished in this country. The celebrated astronomers and mathematicians like Aryabhata, Brahmagupta, Bhaskara, Varahamihira belong to this land. Scholars like Panini, Pathanjali, Kanaka and Shankara taught here. Students and scholars from all the corners of the world came to India in search of knowledge and excellence.

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##### 3. Mechanical Engineering Department:

- Design & Production Engineering (Machine Tools)
- Design & Production of I.C. Engines & Gas Turbines

##### 4. Electronics & Communication Engineering Department :

Electronic Instrumentation

##### 5. Metallurgical Engineering Department:

Industrial Metallurgy

##### 6. Chemical Engineering Department:

Chemical Engineering

##### 7. Computer Science & Engineering Department:

Computer Science & Engineering

#### II. M. Tech. (By Research):

In all Engineering disciplines listed above except

#### Computer Science & Engineering Course

#### III. Three Year Course :

M Sc (Tech) Engineering Physics

(Specialisation in the area of Optics/Electronics)

#### IV. Two Year M.Sc. Courses :

1 Applied Mathematics

2 Chemistry (Industry Oriented - Specialisation in the areas of Dyes, Drugs, Pharmaceuticals and pesticides) — only for candidates belonging to Andhra Pradesh

Qualifications and criteria for admission of GATE/SPONSORED/BY RESEARCH candidates to the above courses are given in the prospectus (Non-GATE candidates without sponsorship and without stipend are also considered, if there are no qualified GATE candidates, for admission to M.Tech. Chemical Engg. Course only).

Only one application for admission into specialisations of each department is sufficient. Requisition for application form and prospectus should be sent to the Deputy Registrar (Academic) superscribing on the envelope. "Requisition for application to P.G. Programme", along with a crossed Bank Draft for Rs 100/- drawn in favour of "Principal, Regional Engineering College, Warangal" payable at SBH REC Branch (Code No. 2149), Warangal-506 004 and self-addressed envelope of A4 size stamped Rs. 10/-

Admissions for MCA will be announced later.

Last date for receipt of filled in applications is 10-6-1996.

PRINCIPAL

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## CAMPUS NEWS

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### PG Diploma in Education Management

The Department of Education Management of the SNDT Women's University offers a one year 'Post Graduation Diploma in Education Management' for women college teachers. The course is designed to provide an understanding of basic management concepts and their application in an educational environment.

This course offers administrators in educational institutions an opportunity; (i) to improve their individual performance as managers and to enhance the effectiveness and efficiency of their organisations, (ii) to upgrade skills in areas such as inter-personal communication, leadership and team-building, strategic planning and decision making necessary for effective management; and (iii) to provide an understanding of basic management concepts and their application in an educational environment.

The focus is on the application of theoretical insights and management concepts to work situations.

The course contents include Education as a System, Principles and Techniques of Management for Educational Administrators, Resource Management, Curriculum Management and Planned Change, and Action Research/Project Induction and a weekend experiential workshop on Group Dynamics.

The duration of the Post Graduation Diploma in Education Management is of one full year with alternate contact-cum-self instructional phases. Contact

phases will be held in Diwali, Christmas and Summer vacations.

UGC has accredited this course equivalent to two Refresher Courses/Orientation Programmes sponsored by UGC.

Admission to the post-graduation diploma course requires a graduate degree and current experience in an administrative position. Women holding senior positions in educational institutions will be given preference. Admission will be based on a selection process.

Further details may be had from Dr. Lena D'Souza/Ms. Bharathi Chawathe, Department of Education Management, 5th Fl., Patkar Hall Bldg., Annexe, SNDT Women's University, Mumbai - 400 020.

### Development and Quality of Life

A two-day inter-disciplinary Seminar on 'Development and Quality of Life' was organised by the Centre for Adult, Continuing Education and Extension, Lucknow University. The Seminar was inaugurated by Sri Rai Singh, Secretary, Higher Education. He spoke on the Human Development Index and Status of Women. The inauguration function was presided over by Prof. G.G. Sanwal, Pro Vice-Chancellor, Lucknow University.

The Seminar was divided into three sessions, dealing with conceptual and basic issues; econom-

ic and population issues; and Disability.

The Seminar studied the problem of development from several perspectives. A paper titled 'Limits to Growth, Sustainable Development and Quality of Life' presented by Dr. J.V. Vaishampayan, discussed the evolution of the concept of Quality of Life starting with the publication of D.L. Meadows and others' 'Limits to Growth'. It highlighted the unsustainability of modern industrial state and the need for adopting sustainable development. The development became sustainable only when 'Quality of Life' was taken as development objective rather than quantity of consumption. However, this sustainability was not merely ecological sustainability but one born out of the equilibrium between the Biophysical/ecological system, Economic system, and Socio-political system.

In the paper on Philosophical aspects of Quality of Life, Dr. B.K. Agarwal raised some very important issues. Quality of Life was 'being' rather than 'having', he stressed. In this idea of 'being', he stressed the role of Judgement, Tact, Commonsense and most importantly 'bildung'—that is cultivating the image of god in man.

He also highlighted some common public aspects of quality of life and some non-public aspects of quality of life and suggested a balance between these two aspects. The quality of life aspect at the work place where knowledge was becoming the most dominating aspect was the theme of the paper presented by



Mrs. Luthra.

Prof. Y. Tyagi of Economics Department, in his paper on Constructing the Human Development Index (HDI) said that the variables which constituted the HDI were per capita income, literacy, education and health. He also highlighted the efforts being made to 'green' the concept of HDI by taking environment aspects also in the computation. The questions of environment and population pressures and its impact on 'quality of life', were also discussed.

In the session on health and the problem of disability, Prof. S. Chandra of Jaipuria Institute of Management, Lucknow discussed 'inner aspects of quality of life by considering psychological and spiritual issues'. He stressed positive and negative aspects of quality of life. Dr. Lavarne's paper dealt with the overall concept of health as a variable in determining the quality of life.

In the paper on the problem of disability and the role of comprehensive rehabilitation presented by Dr. Ratnesh Kumar, DRO of District Rehabilitation Centre, Jagdishpur, the thrust was that if disability could not be cured, the quality of life of the disabled could be improved to a large extent by comprehensive rehabilitation.

### **Modernization of Teacher Education**

A national seminar on Modernization of Teacher Education was held at the Centre for Advanced Study in Education (CASE), Faculty of Education & Psychology, M.S. University of Baroda, Vadodara.

The seminar commenced

with paying rich tributes to the memory of late Prof. M.B. Buch.

Forty Papers were presented and discussed on the theme and sub-themes, namely, Establishing Norms of Teacher Education Parameters, Teacher Education Curricula and Modes of Transaction, Shifting Paradigms of Teacher Education, Professionalisation of Teacher Education, and Technology in Teacher Education.

Prof. G.B. Shah in his valedictory address spoke of the existential alienation and identity crisis of common people. He stressed that wisdom should move on to professionalism, and added that this could only happen if we developed a multidisciplinary understanding of educational phenomena.

After two days deliberations, the following recommendations for the improvement of Teacher Education in India were made

(1) There is a need of manpower planning in the field of teacher education in India;

(2) Admission to teacher education be done on the basis of carefully developed entrance test;

(3) Inservice teacher education programmes be strengthened for micro specialisation;

(4) There should be uniformity of core courses in teacher education programme at pre-primary, primary, secondary, and higher-secondary levels offered through different modes such as distance, correspondence, formal, regular and part-time, summer;

(5) There should be a networking of teacher training programmes through different modes;

(6) In view of the problems of vertical mobility and employability of the products of teacher education programme with micro specialization, some foundation courses viz., pedagogy of education, philosophical, psychological, and sociological foundations of education, Research and Statistics in Social Sciences should be incorporated into such programmes;

(7) The teacher education institutions should work in close collaboration with schools, community and the other institutions of teacher education around them;

(8) Teacher education should give more weightage to practicals than theory and at the end of the programme, there should be internship with stipend facilities from the state government for student-teachers;

(9) The duration of teacher education programme be extended to minimum of two years as one year was insufficient to prepare quality graduates;

(10) The teacher education programme should include people at all levels in its planning for total quality management and match its programme to customers expectations;

(11) There should be specific curricular inputs in the teacher education programmes at all levels to sensitize the student teacher to the needs of the disabled children;

(12) Teacher education programmes should be personalized and activity based. The approach should be child-centred. Learning should be without burden and joyous as visualised in "Divaswapna" of Gijubhai;



(13) The SC, ST and OBC children and student-teachers require special attention of teacher educators. Students of these categories should be provided remedial measures;

(14) Distance mode, open learning and such other modes of teacher education should be regulated for quality teacher education;

(15) Teacher education conducted on commercial basis should be banned. Teacher education should have an input of values for developing professional ethics and professionalism;

(16) Both Media in Education and Media Education should have balanced coverage in Teacher Education curriculum,

(17) The dialogue between different paradigms of teacher education needs to be strengthened for mutual development;

(18) Teacher Education Programmes should make optimum use of advanced information technology available;

(19) Practice teaching programme needed to be made more relevant in terms of better designs, efficient and effective implementation, and

(20) Teacher Education curriculum should incorporate multicultural elements that enabled teachers to deal successfully with problems arising out of multicultural society.

### **Seminar on Environmental Management**

The Department of Environmental Sciences, Guru Jambheshwar University, Hisar organised

a two-day National Seminar on "Environmental Management — Challenges and Strategies". The seminar was inaugurated by Sh. Mahabir Parsad, the Governor of Haryana and the Chancellor of the University, and the Valedictory Address was given by Ch. Bhajan Lal, Chief Minister, Haryana.

Dr. T.N. Khoshoo, Nehru Fellow and Distinguished Scientist (CSIR) TEERI, New Delhi, in his keynote address, emphasized the problems relating to population stabilisation, land and water management, energy, agriculture, forestry, bio-diversity conservation and utilisation, housing and slum improvement, pollution control, etc.

In the 6 sessions, the topics discussed included : climatic change, environmental engineering, pesticides and environment, conservation of forestry-genetic resources, emerging environmental problems, global hotspots of bio-diversity and their conservation programmes, management of rainfed crops in areas with rising risks of environments, ecology of saline lands in Rajasthan, etc

Dr. K.L. Johar, Vice-Chancellor, who presided over the inaugural and valedictory sessions, hoped that the deliberations would result into specific recommendations which would be sent to the various State governments and the Govt. of India for their attention and necessary action.

As many as 10 fellows of the Indian National Science Academy and dozens of other prominent scientists from all over the country attended the seminar.

### **BHU Medical Instt. Convocation**

Dr. Naresh Trehan, Executive Director and Chief Cardio-vascular Surgeon of the Escort Heart Research Centre, New Delhi, called for the replacement of Consumer Protection Act under which doctors were liable for damages by the evolution of Professional Practice Act. Such acts were in vogue and would give vital protection to the doctors as well patients from contradictions inherent in Consumer Act. He said Professional Practice Act could enshrine provisions to include experts, lawyers, social workers, etc in the panel to decide the claims. Dr. Trehan was delivering the convocation address during 18th Convocation of the Institute of Medical Sciences of the Banaras Hindu University. He was also conferred with a degree of Doctor of Science, *Honoris Causa*, by the Vice Chancellor of BHU Prof. Hari Gautam.

In his address, Dr. Trehan stressed that things like organ planting or minimal invasive surgery were not only new challenges in medicine but they were coming from outside. "Attitude of selfishness is biggest threat and profession is facing it in unprecedented manner in its annals. Several colleagues tend to become too commercialised and motivated with economic interests", he regretted. Choked with emotion he said that "Patient is to be treated like god and increasing tendency of commercialisation dragged more and more professionals into the booby trap."

Stressing more education to people in order to create awareness about the profession, Dr. Trehan said that "by not respond-

ing to challenges before us we have allowed politicians to play and dictate us." In turn they made us accountable under Consumer Protection Act. Therefore we must wage a fight to replace the Act with Professional Practices Act. But at the same time, cautioned Dr. Trehan, "we would also try to preserve the bond with patients which was the essence of all medicine"

He said that hallmark of good medicine was to have excellence, continuous learning to keep in touch with progress and consistently researching. He said that CAZ perfected by him and laser surgery and hundreds of emerging techniques were quite exciting for professionals but at the same time it was cheaper and economical for the patients. Lauding the pleasure of teaching, he added that it charged professionals with great responsibility and onerous sense of duty.

Dr. Trehan stressed quality of humanism and compassion towards patients as a vital hallmark and exhorted new graduates to treat patients as members of their family and look after them with genuine honesty, respect and dignity. He asked new graduates to never lie to a patient. Dr. Trehan said that he had practised these virtues during his thirteen years practice in America and had never been sued while three litigations on an average were faced by every physician in a year in USA.

He further advised new entrants to avoid 'mediocrity' and become hard working. "Pursuing of perfection is a basic tenet", he remarked. He said that profession was facing many a challenges which were totally non-existent twenty five years ago but sub-

stantively the scenario remained same and if one had an opportunity to work in a difficult area or special things where risk was involved, one must not be hesitant.

At the convocation, Prof. Gautam, Vice Chancellor, gave away degrees of DM in Cardiology-2, Endocrinology-1, MCh in Paediatric Surgery-1, Urology-1, MD (Ayurveda)-30, MD (Medicine)-49, MS (Surgery)-29, MDS-2 and MBBS-59 to the graduates.

### **Kurukshetra Varsity Linkages with UK Universities**

Dr. Bhim S. Dahiya, Vice-Chancellor of Kurukshetra University, said that he recently had a meeting at Warwick with the Councillors and Education Officers of Warwick County where it was mutually decided that an exchange programme be started between Kurukshetra University and the Education Department of Warwick County. This programme would enable the visit of 10 to 12 students from either side for three to four weeks every year, he said.

Speaking about the objectives of this exchange programme, Dr. Dahiya disclosed that it would promote greater understanding among students from the two countries. Besides, it would give an opportunity to the students to have international exposure and learning.

The Vice-Chancellor also had a meeting with Dr. Pritam Singh, School of Business, Oxford Brookes University, Oxford. This

meeting was arranged to chalk out the possibility of having a linkage between the Department of Economics, Kurukshetra University and the School of Business, Oxford Brookes University. Details of the programme would be worked out during the visit of Dr. Pritam Singh in India.

### **Stylistics and Translation**

Dr. Suresh Kumar, Professor in Applied Linguistics, Central Institute of Hindi (Ministry of Human Resource Development - Government of India), Agra delivered three lectures at the Department of Hindi, Gujarat Vidyapith, Ahmedabad under the UGC Lecture Scheme of the Vidyapith. Dr. Kumar, currently Chief Editor of Indian Linguistics, and author of about half a dozen books and over three dozen articles on 'Stylistics and Translation Theory' in Hindi and English dealt with the problem of style in the translation process under three heads: Stylistics & Translation, Transferring Style in Translation, and issues in Preserving Style in Literary Translation. He defined the concept of styles in general and in Literature in particular and discussed the various theoretical and practical issues in the area of style equivalence between source language test and the target language test. He defined and described the scope of the central problem and constructed the hierarchical model to facilitate the practical application.

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## ***News from Agricultural Universities***

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### **Asian and African Scientists Visit Parmar Varsity**

A twenty-member foreign delegation representing fifteen countries of Asian and African continents under the leadership

of Mr. Derek D. Shepherd from University of Reading, UK recently visited Dr. YS. Parmar University of Horticulture and Forestry, Solan.

Prof L R Verma, Vice Chancellor, while addressing the delegates, said that the University was engaged in developing need based, location specific and problem oriented technology to uplift the rural poor people of the State. He said that the pace of development in Himachal Pradesh was far better than the other hilly states of the entire Hindu Kush region of the Himalayan belts and now other hill states were looking forward to adopt the model of Himachal Pradesh for the economic upliftment and environmental conservation. He added that in hilly areas the women claimed a major share in rural economy but the attention which was needed to educate the hilly women was not paid earlier. To bridge this gap the University had established a women development cell to develop strategies for the economic welfare of the rural hilly women. He added that the concept of farm Radio school had proved a boon for the transfer of technology to the grassroot level and this year University proposed to launch another Radio school on vegetable crops starting from the next month.

Mr Derek D Shepherd appreciated the efforts made by this University in disseminating improved technology through various means and thanked Vice-Chancellor for providing a platform for the healthy interaction with scientists and the farmers. He said that the under-developed countries could learn a lot from the state to raise the economic status through horticulture and environmental conservation through forestry teaching and research.

The delegates visited the Rajgarh, Saproon valley, Kunihar and Shimla and interacted with groups of farmers.

## News from UGC

### Countrywide Classroom Programme

Between 1st May to 7th May, 1996 the following schedule of telecast on higher education through INSAT-ID under the auspices of the University Grants Commission will be observed. The programme is presented in two sets of one hour duration each every day from 6.00 a.m. to 7.00 a.m. and 1.00 p.m. to 2.00 p.m. The programme is available on the TV Network throughout the country.

#### 1st Transmission

6.00 a.m. to 7.00 a.m.

**2.5.96**

"Plant Pigments"  
"Models of Interpersonal Communication"  
"The New Narrative of Latin America - Part II"

**4.5.96**

"Mathematics as Known to the Vedic Tests"  
"Highlights of Half Century: Evolution of the United Nations"  
"Learning from Nature - Part 2: Back to Nature"

**5.5.96**

"Wood Joints"  
"Interior Design"  
"The Week Ahead"

**07.5.96**

"Study of Coupled Oscillators - Part II"  
"Burial Mound at Sekta"  
"Mystery Within the Gulf of Kutch"

#### Und Transmission

1.00 p.m. to 2.00 p.m.

**1.5.96**

"Bookfare - Part IX: Indian Poetry in English"  
"Programme on 8th UGC-CEC Video Competition"  
"Vastuprakash"

**2.5.96**

"Searching New Frontiers: Optical Glass (Overall Best

Programme in the 8th UGC-CEC Video Competition)"

"Teaching Science with Real Objects"

"Literature and Society - Part 4 : Renaissance"

**3.5.96**

"Simply on Symphony (Awarded as 2nd Best Programme in the Video Competition)"

"Research in Political Science: Interviews"

"Waste Utilization in Building"

**4.5.96**

"Yatra Lekhan: Pal Pal Parivartit Prakriti Vesh (Awarded as 3rd Best Programme in the Video Competition)"

"The Khatamand"

**5.5.96**

"No Telecast"

**6.5.96**

"The Week Ahead"

"Industry and Environment: A Peaceful Coexistence (Jointly Awarded as 3rd Best Programme in the Video Competition)"

"Jute - Part 3: Diversification from Sunset to Sunrise"

**7.5.96**

"Copper: Extraction (Awarded for Best Camerawork)"

"Adult Education - A Point of View"

"Yours Sincerely"

#### Hindi Telecast

प्रातः 6.00 से 6.30 बजे तक

**1.5.96**

1. "पर्वतीय पर्यटन — एक अवलोकन - भाग - 1"

2. "काण्ठांकन"

**3.5.96**

"तमिलनाडु का अभिलेख संग्रह एक अनमोल खजाना"

"फैलता जहर प्रदूषण का"

**6.5.96**

"साहित्य शिल्पी नरेश मेहता"



# INSTITUTE OF CORRESPONDENCE EDUCATION UNIVERSITY OF MADRAS

## ADMISSION NOTIFICATION TO OPEN UNIVERSITY SYSTEM 1996-97

### Courses (Three Year Duration)

### Eligibility

- B.A.** - History, Economics, Psychology, Indian Music, Co-operation and Corporate Secretaryship (Tamil and English Medium)
- B.A.** - Tamil and English Literature
- B.Sc.** - Mathematics and Geography (Tamil and English Medium)
- B.Com.** (Tamil and English Medium)
- B.B.A.** Bachelor of Business Administration (Tamil and English Medium)
- B.B.M.** Bachelor of Bank Management (Tamil and English Medium)
- B.Lit.** (Tamil)

No formal educational qualification is prescribed. Candidates who complete 18 years of age as on 1st July 1996 are eligible for admission.

### NOTE:

- 1 Preparatory Course materials will be supplied and contact classes will be conducted (Please refer Prospectus).
- 2 Entrance Test will be held on 21-07-96.

3 Spot Selection/Admission of candidates is made on all working days in the following centres. Candidates can obtain the Prospectus and the Application Form from the Spot Selection centres by remitting Rs 45/- by cash from 11-03-1996. The Prospectus and the Application on sale for Undergraduate Courses as above are common to both Open University System and Regular Stream. The detailed advertisement for Regular Stream (Undergraduate and Postgraduate Courses - 1996-97) will follow.

### SPOT SELECTION CENTRES

| CENTRE            | VENUE & ADDRESS  |
|-------------------|--|
| 1 COIMBATORE      | P.S.G. College of Arts & Science, Civil Aerodrome Post, Coimbatore - 641 014.    |
| 2 CUDDALORE       | Periyar Arts College, Cuddalore - 607 001.                                       |
| 3 DHARMAPURI      | Govt. Arts College, Dharmapuri - 636 705   |
| 4 KRISHNAGIRI     | Govt. Arts College, Krishnagiri - 635 001  |
| 5 MADURAI         | Thiagarajar College of Preceptors, Madurai - 625 009                             |
| 6 NAMAKKAL        | N K Ramalingam Govt. Arts College for Women, Namakkal - 637 002.                 |
| 7 PALAYAMKOTTAI   | St. Xavier's College of Education, Palayamkottai - 627 002                       |
| 8 PONDICHERRY     | Bharathidasan Govt. College for Women, Pondicherry - 605 003.                    |
| 9 PORT BLAIR      | Govt. B.Ed College, T.T.I. Port Blair, Andaman & Nicobar Islands.                |
| 10 SALEM          | Govt. Arts College for Men, Salem - 636 007.                                     |
| 11 THANJAVUR      | Umamaheswara Higher Secondary School, Karanthani, Thanjavur - 613 002.           |
| 12 TIRUCHIRAPALLI | Jamal Mohamed College, Khaja Nagar, Tiruchirapalli - 620 020.                    |
| 13 TIRUVANNAMALAI | Govt. Arts College, Tiruvannamalai - 606 603.                                    |
| 14 VELLORE        | Muthurangam Govt. Arts College for Men, Vellore - 632 002.                       |
| 15 MADRAS         | Office of the Institute of Correspondence Education, Chempauk, Madras - 600 005. |

### Procedure for obtaining the Prospectus and the Application Form:

The Prospectus and the Application Form can be had from the Director, on requisition with a crossed Account Payee Demand Draft for Rs. 45/- drawn in favour of the 'Director, Institute of Correspondence Education, University of Madras, Chempauk, Madras - 600 005' with a self-addressed UNSTAMPED envelope of size of 11cm x 28cm. Cash will be accepted at the Enquiry counter of the Institute and at the spot selection centres mentioned above and Bank Draft also at the office of the Association of Indian Universities House, Kotla Marg, New Delhi - 110 002 (Phone: 3233390)

Last date for the receipt of filled-in application form is 16-05-1996.

MADRAS  
12-02-1996

M. SHANMUGHAM  
DIRECTOR



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## BOOK REVIEW

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### The Old Man and the Sea Revisited

Murari Prasad\*

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**B.L. Chakoo. Ed. Ernest Hemingway's *The Old Man and the Sea* (Indian Reprint), Ludhiana, Kalyani Publishers, 1994. Pp 113. Rs 25.**

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Ernest Hemingway is the best-known, if not the best, American novelist. In India, his novels enjoy immense popularity and have been canonized across universities. Critical studies of his fiction have yielded a plethora of meaning and have in the process, become an industry in themselves. *The Old Man and the Sea* which placed Hemingway in the most exclusive comity of Nobel laureates has been subjected to extensive exegesis. While most of the recent discussion of the novel has been repetitive and stale rehash of familiar comments and interpretations, Chakoo's research based introduction to this Indian reprint is a perceptive, fresh and stimulating evaluation of the novel. Although this evaluation is not substantial enough to alter our response to the novel, Chakoo does analyse the thematic issues with patient thoroughness and subtle erudition. He treats the theme and technique in great depth and detail. Unlike run-of-the-mill editions targeted to reach college and university students with annotations and notes, this paperback classic is an update on Hemingway studies.

Chakoo, who teaches English in Guru Nanak Dev University at Amritsar and is editor of *Odyssey*,

\*Department of English,  
D S. College, KATI HAR-854 105,  
Bihar.

an International journal of literature and philosophy, has for some years engaged in critical study of such English novelists as Aldous Huxley, Iris Murdoch, and William Golding. In this longish introduction to *The Old Man and the Sea*, he wrestles with the key symbols in the novel and conflates their weights and meanings. Chakoo reasons out the enduring appeal of Hemingway's opus in the beginning of his introduction: "A story about triumph and defeat, *The Old Man and the Sea* is also an intellectual thriller with a superbly simplistic narrative structure that may serve, I think, as a kind of contrastive entertainment and vicarious experience for the reader whose life style has nothing in common with the form of life presented in the novel." Chakoo views Santiago's fishing and struggle with the marlin as a Paradigm of life in action. It is a kind of action in which man realizes his real condition. Like Sartre's Orestes, Santiago is free from the tyranny of beliefs and ties of religion. His confrontation with the fish gives him consoling illusion of an intelligent purpose even at the cost of meeting with inevitable catastrophe. In Chakoo's opinion, both Santiago and the marlin "collaborate in each other's struggle" and the sea represents the combative world in which man has no option but to face the "discomforting and irre-

ducible realities of Nature."

Chakoo discusses in detail the role and significance of Manolin, the boy who is Santiago's sidekick in the novel. In his view, the boy represents "the positive force at work in an ambiguous universe." Hemingway scores many points as a novelist by allowing his characters their independent growth even when caught in signifying philosophical transactions in the novel. Chakoo sets forth his insightful observations while dealing with the symbolic significance of the sea in this novel. He notes that the sea is a capacious symbol in the novel in that it stands for "coherence, persistence and multiplicity." About lack of epistemological position or reflection on man's situation amidst confrontation in the novel Chakoo gives a cogent argument: "Hemingway practices a stylistic thrift by which situations are given through action only, with little attempt to explain or reveal the internal, psychological motivation of his characters".

Another point of note in Chakoo's critical introduction to the novel is his disagreement with Carlos Baker's reading of *The Old Man and the Sea* along religious track. He also attempts a psychoanalytic analysis of the protagonist's motives and his "impatient yearning for victory". Santiago is shown as an angler of "nervous, passionate and feverish temperament" beneath restraint, sagacity and balanced sincerity. But this point of view is not borne out by the fisherman's calm fortitude and amazing capacity to suffer the strain on the edge of going to pieces. Nevertheless Chakoo has

a point in viewing Santiago through the lens of psychoanalysis. He marshals in line of argument to explain the kind of "qualitative magnificance" in the extra-ordinary angler. It is an interpretative point of departure.

The introduction is concluded with terse comments on

Hemingway's admirable craftsmanship and conspicuous stylistic properties. "A moral story gone modernist" is Chakoo's summing up of Hemingway's narrative art in this novel. I wish the editor had expanded his apparatus for explaining the text by dealing with the confusing punctuation marks and other problems of textual

transmission. A detailed scrutiny of the text with exercises devised to facilitate and promote students' interest, who will be the main users of this edition, would have added to the value of this book. All in all, it is a cut above the general quality of Indian reprints, albeit with a few types that are not easy on the eye

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## COMMUNICATION

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### Affiliated Colleges and Academic Excellence

Affiliated Colleges and academic excellence: shall the twain ever meet? Hopefully, for the likes of Francis Soundararaj, the Principal of Kodaikanal Christian (KC) College, Prakasapuram, the answer appears to be in the affirmative because the college authorities in their wisdom have chosen to overhaul their system of education by bringing about appropriate curricular and pedagogic modifications in what is being taught in the affiliated colleges. Frustrated by the affiliating system bequeathed to us by the British centuries ago, and seeing no alternative to it in the near future, the K.C. College, has adopted a very pragmatic approach to the possibility of ushering in academic excellence in their system. Thus while the graduates going out of the portals of this college shall be like the graduates of any other college, they shall have additional accomplishments in the form of trained thinking processes, better communication skills, better honed natural skills and talents, better commitment to society and job, etc. The attempt as far as it goes, is certainly commendable and needs emulation.

The message of Francis Soundararaj's 'Affiliated Colleges and Academic Excellence' published in the *University News* of 27<sup>th</sup>

Nov, 1995, is very clear. The choice before the affiliated colleges is imperative: overhaul or perish. Is not the affiliating system on its way to liquidation with nearly 3000 of our colleges (out of 7000) being already non-viable?

According to Francis Soundararaj, the products of our unhealthy affiliating system, suffer from four major defects

(1) The thinking processes of our graduates are not properly trained so that they can grapple with any thorny problem successfully.

(2) They find themselves severely handicapped as far as communication in written or spoken form in any language is concerned.

(3) Individual talents and skills embedded in these graduates are not properly nurtured so that they may be utilized for enhancing their employment opportunities.

(4) Lack of commitment to job, society or environment compels them to lead superficial lives.

Since the higher education system as it obtains in our affiliated colleges is unable to undo the damage it is causing to its budding graduates, it is imperative that suitable curricular and pedagogic reforms be implement-

ed forthwith, without disturbing in anyway the existing structure

According to the author, the experiment of supplementation is being successfully carried out at K.C. College of which he is the principal.

However there are some points which remain unanswered in his otherwise excellent article. They are

(1) How is the language teaching different from what is being practised in the traditional system?

(2) What is the methodology adopted to shape the thinking ability of the student?

(3) How are individual talents of students identified and nurtured?

(4) How precisely are socio-ethical awareness and motivation imparted to the graduates?

(5) How does the teaching faculty react to the experiment being tried out at the college?

(6) How far is there an improvement in the employability of the graduates of this college as a result of having adopted the system of formative continuous assessment?

A.L. Deshpande,

Ward No. 1

Bhagchand Nagar,

Dhamangaon R.S. 444 709.

# THESES OF THE MONTH

## A list of doctoral theses accepted by Indian Universities

### BIOLOGICAL SCIENCES

#### Anthropology

1. Inderjit. Nutritional profile and kinanthropometric study of sportswomen Punjab
2. Parmar, Ranbir Singh. Growth patterns and body composition of male Brahmins and Rajputs of Garhwal Himalayas. Punjab Dr I J S Bansal, Dr S M Chahal and Dr S T Singh, Department of Human Biology, Punjab University, Patiala

#### Environmental Sciences

1. Prabhakara Rao, P. Effect of zinc on the growth and yield of FCV tobacco. *Nicotiana tabacum* Linn. Andhra

#### Biochemistry

1. Lamsal, Madhab. Studies on physico chemical and biological properties of buffalo, *Bubalus bubalis* kidney cathepsin B. NEHU Dr M Y Khan, Department of Biochemistry, R M Lohia Avadh University, Faizabad
2. Mohammad Asghar. Studies on structure and transport functions of renal proximal tubular membrane from whole cortex during postnatal development and maturation AMU Dr A N K Yusufi
3. Reddy, C Vijaya Kumar. Role of dietary carbohydrate on calcium metabolism. Osmania Dr N Raghuramulu, National Institute of Nutrition, Hyderabad

#### Biotechnology

1. Aftab Ahmad. Interaction of lysozyme with antilysozyme antibody. AMU Prof Salahuddin
2. Srivastava, Sadhana. Enzymes of carbohydrate degradation in plants. Devi Ahilya Dr Anil Kumar, Department of Biotechnology, Devi Ahilya Vishwavidyalaya, Indore

#### Microbiology

1. Ashtaputre, Anita Anantrao. Characterization and production of a viscous, gel forming exopolysaccharide from *Sphingomonas paucimobilis* GSI Baroda
2. Philip, Elizabeth. Intramural microbiological studies and their application in the assessment of allergenicity of aeroallergens Bangalore Dr Meera D Meundi, Prof, Department of Microbiology, Bangalore Medical College, Bangalore and Dr Shripad N Agashe, Prof, Department of Microbiology, Kasturba Medical College, Manipal
3. Rajput, Ajay Singh. Studies on role of nutrients in nitrogen fixation by *Azolla-Anabaena* symbiosis. Rani Durgavati
4. Raval, Mihali Raman. Regeneration and gene transfer in rice Baroda.
5. Sabiha. Biochemical and immunological changes following the drug therapy in experimental leishmaniasis. AMU Prof Sohail Ahmad.
6. Vyas, Falguni Indravadan. Studies on aerobic soil bacteria with emphasis to genus *Pseudomonas*. Bhavnagar Dr Y A Shelat, Lecturer, Sir P P Institute of Science, Bhavnagar

7. Vyas, Jyoti. Bacteriological study of diarrhoea in infants and children, with special reference to Shigellosis, its serotyping and pathogenicity in experimental animals. Rani Durgavati Dr (Miss) Rajni Vishnoi, Department of Pathology, Medical College, Jabalpur and Dr S M Singh, Department of Botany, Rani Durgavati Vishwavidyalaya, Jabalpur.

#### Botany

1. Jadhav, Milindkumar Jagannath. Studies on aerial microalgae of Khandesh region in Maharashtra. N Maharashtra. Dr S D Deoray, 22, Shahunagar, Deopur, Dhule
2. Kochuthresia, P E. Tissue culture and cytogenetic studies in *Petunia*. Bangalore Dr M C Gayatri, Reader, Department of Botany, Bangalore University, Bangalore.
3. Sudhasri. Studies on the effects of some DNA acting agents on cellular slime molds, *Dictyostelium discoideum*. JNU. Dr P S Chatterjee
4. Uppal, Kiran Pal. Studies on major seed storage proteins of *Vigna mungo* (L) Hepper. Kurukshetra

#### Agriculture

1. Santh Deep Kaur. Studies on host plant resistance in chickpea against *Helicoverpa armigera* Hubner. PAU
2. Satya Pal. Studies on physico chemical characteristics of Indian honey with special reference to pesticidal residues. YS Parmar Dr N P Goyal, Prof and Head, Department of Entomology, College of Horticulture, Nauni.

#### Zoology

1. Midha, Meenu. Ecological and behavioural studies on *Turdoides caudatus* Dumont, *Turdoides striatus* Dumont and *Turdoides malcolm* Sykes in and around Kurukshetra. Kurukshetra
2. Rana, Rajeshwari. A correlative study of sex ratio in human births with blood groups, socio-economic status and behaviour patterns of the parents in Jabalpur. Rani Durgavati Dr S P Sharma, Udayachal, 1881, Gupteshwar, Jabalpur.
3. Ravinder Reddy, D. Physiological changes in the trematode of cattle, *Cotylaphoron cotylaphorum* and cestode of sheep, *Avitellina centripunctata* treated with praziquantel. Osmania. Dr G V Ramakrishna, Department of Zoology, Osmania University, Hyderabad.
4. Sharma, Avnesh Harishanker. Environmental impact assessment along with the effluent channel from Baroda to Jambusar and its confluence with the Mahi Estuary at gulf of Cambay with special reference to heavy metals. Baroda.
5. Sharon, Ann. Endocrine Control on some enzymes of protein and lipid metabolism in freshwater crab, *Berytelphusa guri* H Milne Edwards. Osmania. Dr N Vasantha, Womens College, Koti, Hyderabad.
6. Shashi, Shashi Bhushan. Study of the cyclic variations and histochemical analysis of vitellogenesis in the ovary of certain local teleosts. Mithila. Dr S P Srivastava, Reader (Retd),

Department of Zoology, C M Science College, Darbhanga.

7 Sri Lakshmi, N Effect of zinc toxicity on fish metabolism. Osmania. Dr (Mrs) Shanta Vijayaraghavan, Department of Zoology, Osmania University, Hyderabad

8. Vanl, Singudasu. Studies on the effect of heavy metal pollution by industrial effluents on *Macrobrachium rube* Heller from Mehadrigeedda Stream of Visakhapatnam. Andhra

Medical Sciences

1 Babu Rao, V Cytogenetic and biochemical study of Down's syndrome Osmania. Dr G S Isaac, Department of Genetics, Osmania University, Hyderabad.

2. Bhaskaran, Shyamala Antifertility activity of indigenous plant preparations. Bangalore. Dr R Seethalakshmi, Joint Director, Directorate of Medical Education, Government of Karnataka, Bangalore and Dr B R Srinath, Senior Scientific Officer, Central Animal Facility, Indian Institute of Science, Bangalore

3. Jumle, Manohar M. Gandhak ka amvat per prayog: Ek prayogik adhyayan. Nagpur. Dr S S Pradeshi, Head, Department of Rasashastra, Govt. Ayurvedic College and Hospital, Nagpur.

4. Khiyeri, Rajkumar Mansaram Malla sindoor tatha uska pakahaghat per ek adhyayan. Nagpur Prof S S Pradeshi, Head, Department of Rasashastra, Govt Ayurvedic College and Hospital, Nagpur.

5. Sreenivasan, Rajesh. Hematoporphyrin derivative induced photodynamic damage in brain tumor cells: Involvement of subcellular organelles. NIMHANS. Dr Nanda B Joshi Veterinary Sciences

1 Maqbool, Darzi Mohamad. Pathological, biochemical and immunological studies on caprine mammary gland experimentally infected with *Mycoplasma F-38*. PAU

2 Singh, Charan Kamal Experimental studies on rabies in buffalo calves. PAU

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## **CURRENT DOCUMENTATION IN EDUCATION**

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**A list of select articles culled from periodicals received in the AIU Library during March 1996**

### **EDUCATIONAL PHILOSOPHY**

Brumlik, Micha (1995) Education for national or world citizenship? *Edn* 51/52, 34-48.

Nayar, D P (1995) Gandhi's view of life and its educational imperative *Naitalim. IASSI Q* 13(3), 16-31

### **EDUCATIONAL PSYCHOLOGY**

Cuthbert, Katherine (1995) Project planning and the promotion of self-regulated learning From theory to practice *Studies in Hr Edn* 20(3), 267-77

Kromrey, Jeffrey D and Purdom, Daniel M (1995) A comparison of lecture, cooperative learning and programmed instruction at the college level *Studies in Hr Edn* 20(3), 341-9

### **EDUCATIONAL SOCIOLOGY**

Hajela, P D (1995) Education as a tool for social uplift *Yojana* 40(1), 33-5

### **WOMEN'S STUDIES**

Antler, Joyce. (1995) Whither women's studies A women's studies university? *Academe* 81(4), 36-8.

Apte, JS (1995) Education and women's empowerment *Indian J of Adult Edn* 56(3), 27-9

### **EDUCATIONAL ADMINISTRATION**

Boatright, Kevin J (1995) University of Wisconsin's system accountability *New Direction for Hr Edn* 91, 51-64

Freeman, Thomas M (1995). Performance indicators and assessment in the State University of New York system *New Directions for Hr Edn* 91, 25-49

Great Britain Committee of University Chairmen (1995). Guide for members of governing bodies of universities and colleges in England and Wales. *Minerva* 33(4), 373-94

Khalsa, R S. (1995). Industry institute interaction methodology *Indian J of Tech Edn* 18(3), 55-8.

Lal Chabra, S S. (1995) Industry-institute interaction and continuing education *Indian J of Tech Edn* 18(3), 31-2

Minocha, Aneeta A (1995) Universities and the vocationalizing of education *J of Hr Edn* 18(3), 409-14

Neal, John E (1995) Overview of policy and practice Differences and similarities in developing higher education accountability *New Directions for Hr Edn* 91, 5-10

Uttar Pradesh Department of Higher Education (1995) Proceedings and recommendations of workshop on industry-university partnership *J of Hr Edn* 18(3), 495-534

Wakhlu, O N (1995) Industry-institution interaction in engineering education *J of Engg Edn* 9(1), 7-10

### **CURRICULUM**

Chaurasia, Sushila' (1995) Education for human rights *Progressive Ednl Herald* 10(1), 51-4

Joseph, A (1995) Curriculum for autonomous colleges Challenges and opportunities *New Frontiers in Edn* 25(4), 389-94

Mowla, Shaik (1995) Problems of curriculum construction in the Indian situation *Progressive Ednl Herald* 10(1), 27-31

Rao, Varnan (1995) Curricular content and educational enterprise Issues in curriculum development for equity and excellence *Progressive Ednl Herald* 10(1), 32-6

### **EDUCATIONAL TECHNOLOGY**

Savan Raj, G A (1995). On cyberspace *New Frontiers in Edn* 25(4), 345-57.

Simon, Tony. (1995) Management information systems in universities - Part 3 Software to support the MIS — procurement of packaged software *ABCD* 121, 12-4.

Shukla, K K. (1995) Some artificial intelligence techniques for engineering education. *Indian J of Tech Edn* 18(4), 32-4



### EDUCATIONAL EVALUATION

de Hagedius, Pedro. (1995). The concept of evaluation and how it relates to research. *Adult Edn and Development* 44, 61-73.

Sonpal, Deepa and Acharya, Binoy. (1995). Challenges in identifying indicators. *Adult Edn and Development* 44, 53-60.

Tandon, Rajesh. (1995). Participatory evaluation in adult education. *Adult Edn and Development* 44, 25-32

### ECONOMICS OF EDUCATION

Farley Ordovensky, J. (1995). Effects of institutional attributes on enrolment choice : Implications for postsecondary vocational education. *Eco of Edn Rev* 14(4), 335-50.

### VOCATIONAL EDUCATION

Burade, K D. (1995). Introduction of entrepreneurship to engineering education. *Indian J of Tech Edn* 18(4), 20-1

Hodkinson, Phil and Hodkinson, Heather. (1995) Markets, outcomes and the quality of vocational education and training : Some lessons from a youth credits pilot scheme. *Vocational Aspect of Edn* 47(3), 209-25

Misra, Somnath and Tiwari, T N. (1995). Technical education and the RECs : Expectations and performance. *Indian J of Tech Edn* 18(3), 16-20

Mitra, C R (1995). Tackling vocational education. *J of Hr Edn* 18(2), 223-32.

Sen, A K. (1995) Technical education sans practical skill. *Indian J of Tech Edn* 18(3), 61-3

Singhal, R K (1995) Training inputs for a model engineering

teacher. *Indian J of Tech Edn* 18(3), 25-30.

### LIBRARIES & BOOKS

Atkinson, Ross. (1995). The academic library collection in an on-line environment. *New Directions for Hr Edn* 90, 43-62.

Langenberg, Donald N. (1995). The university and information technology : Interpreting the omens. *New Directions for Hr Edn* 90, 5-17.

Lynch, Clifford A (1995). The technological framework for library planning in the next decade. *New Directions for Hr Edn* 90, 93-105.

Wolff, Ralph A (1995). Using the accreditation process to transform the mission of the library. *New Directions for Hr Edn* 90, 77-91.

### ADULT EDUCATION

Anrit Kaur (1995) Social and economic awareness as components of sustainable development. *Indian J of Adult Edn* 56(3), 17-26

Bhola, H S (1995) Family literacy : A theory for practice. *Indian J of Adult Edn* 56(3), 5-13

### DISTANCE EDUCATION

Pritchard, A L (1995) Open learning Australia : An overview and possibilities for the future. *ABCD* 121, 2, 4, 6-7

Warner, Lesley (1995) Teaching science at a distance : The Central Queensland experience. *Osmania J of Distance Edn* 1(1), 75-88



## INSTITUTE OF RAIL TRANSPORT

Room No. 17, Rail Bhavan, New Delhi - 110001  
(Phone No. 3384171, Fax. No. 3384005)

### DIPLOMA COURSE ON MULTI MODAL TRANSPORT (CONTAINERISATION) & LOGISTICS MANAGEMENT

Institute of Rail Transport (IRT) invites applications for one year Correspondence Diploma Course in 'Multi Modal Transport (Containerisation) & Logistics Management'. The Ministry of Railways have recognised this course as a desirable additional qualification for recruitment to posts in the Commercial (including Marketing), Operating, Electrical, Mechanical and Civil Engineering Departments

This Course gives a unique opportunity to Managers and Staff and candidates seeking employment in all transport organisations, rail, road, sea, air, ports and also allied institutions like Banking, Insurance, Warehousing, Freight Forwarders, Customs House Agents, Shipping lines, Shipping Agents to make themselves familiar with the latest developments in inter modal transport and containerisation

- Candidates having a Degree in any subject or a minimum two years Diploma in any Engineering Discipline from recognized University/Institute are eligible
- The Course fee is Rs 1550/- for correspondence course without contact classes and Rs. 2050/- with contact classes

Facility of rail travel concession is available for outstation students both for attending the contact classes and for taking the exam.

From this year, cash award of Rs 1500/- each is proposed to be given to first five toppers in the exam

Prospectus with application forms can be obtained from the Institute on payment of Rs 30/- by cash at the counter or by sending a Demand Draft alongwith a self addressed stamped (Rs. 2/-) envelope. Kindly write your name and address on the back of the draft. Completed application should be submitted to the Institute by 31st May '96.

Ministry of Human Resource Development  
**Department of Education**  
**ES 5 Section**

**Offer of Italian Govt. Scholarships, 1996-97**

Applications in duplicate addressed to the Director (Scholarships), Ministry of Human Resource Development, Department of Education, ES 5 Section, A-1/W-3, Curzon Road Barracks, Kasturba Gandhi Marg, New Delhi-110 001 on the prescribed format (Annexure-I) for 4 scholarships of 6 months duration each to pursue Advanced course of Italian Language & Literature at the University for Foreigners, Perugia (Italy) offered by the Govt. of Italy for the academic year, 1996-97 are invited from the Indian nationals residing in India

**Eligibility Conditions:**

- i) Good knowledge of Italian
- ii) B.A. or equivalent degree from a recognised University
- iii) Candidates in possession of a diploma of "Corso Medio" from the University for Foreigners, Perugia will be given preference

**2. Age Limit:** The applicants should not exceed 35 years of age as on 1.1.97

**3. Scholarships Allowances:** Candidates who have a Master's degree will be paid 1 200,000 Italian Lire per month, and those who have a Bachelor's degree will be paid 1 000,000 Italian Lire per month which is inclusive of stay in Italy and the course fee

**4. Passage cost:** No international/national passage cost will be paid either by the Govt. of Italy or Govt. of India. Hence, the international/national passage cost will be borne by the candidates themselves or by their employers/sponsors; and undertaking to this effect as in Annexure-II would have to be submitted

**5. Last Date:** Last date of receipt of applications in this Ministry is 15th May, 1996

**6. Documents to be attached:**

- i) Two letters of Introduction from the Indian academic authorities
- ii) Documentary evidence of the applicant's knowledge of the Italian language
- iii) Medical certificate from any R.M.P. (M.B.B.S.) showing the applicant's good general health and mental and physical fitness to undertake course of study abroad
- iv) Attested Photostat copies of all degrees/certificates/diplomas starting from Matriculation/Hr. Sec. showing the applicant's qualifications and date of birth
- v) A recent passport size photograph affixed/pasted on the right hand top corner of each application form
- vi) A no objection certificate from the employer (if employed) to the effect that he/she will be relieved in the event of his/her final selection and that he/she will be taken back on his/her return from Italy.

**Notes:** i) The candidate who have been abroad on scholarship or on their own for more than six months are eligible to apply if they have stayed in India for three years after their return from abroad. However, this condition is not applicable in case of the candidates who have gone abroad for pursuing "Intermediate Course" (Corso Medio) of Italian Language & Literature ii) Only interested and eligible candidates may apply iii) Candidates who are abroad at present need not apply iv) Applications received late will not be considered. v) Application giving false informations and applications without signatures of the candidates will be cancelled. vi) In

case no Division/class is awarded and only grading is done, the conversion formula adopted may be mentioned. Exact percentage of marks should be mentioned. vii) Employed persons may forward their applications through their employers alongwith their No Objection Certificate. However, advance applications will be considered but sponsorship and No Objection Certificate will have to be produced at the time of interview. viii) The Ministry will not be responsible for any postal delay. ix) The applicants must indicate the name of the course and the course code in the space provided in the application format. x) No canvassing in any form will be entertained. xi) No application form will be provided by this Ministry

**INSTRUCTION FOR FILLING UP THE APPLICATION FORM**

**(A) GENERAL:** (a) In application, information in boxes must be typewritten or handwritten in BLOCK LETTERS in full wherever the boxes are provided. (b) Each box, wherever provided should contain one character (alphabet/ number/punctuation etc.) leaving a box blank after each word. (c) Numeric values in boxes should always be given right/justified. Wherever the number of boxes provided are more than the value it requires to contain in for example, if in Col. No. 8 (a) value 4 is to be entered as no. of papers published, it should be written as 

|   |   |
|---|---|
| 0 | 4 |
|---|---|

d) Columns for which response codes are provided alongwith question itself, it is required to choose an appropriate code and to be filled up in box(es) provided for the purpose

e) Columns which are self explanatory, are not covered in part(B) 'How to fill form' as these do not require further explanation

**(B) HOW TO FILL FORM**

Column 1 to 3 (b) Name of scholarship, country, scheme, course and subject codes are to be filled up same as printed against these columns in the advertisement

Column 4(a) Name is to be written in full, please write Surname as Last name followed by First name and Middle name in the manner as given in example

|             |   |   |   |   |   |
|-------------|---|---|---|---|---|
| Last Name   | A | R | Y | A |   |
| First Name  | A | N | I | L |   |
| Middle Name | K | U | M | A | R |

Columns 4(e) Enter father's/husband's name in full

Columns 5 (a) and 5 (b) Mailing and Permanent Address are to be provided in the specified format.

Column 6 (a) Date of Birth is to be written as DD MM YY format. For example write 21 7 60 as

|    |    |    |
|----|----|----|
| 21 | 07 | 60 |
|----|----|----|

Age as on specified date if 1.01.97 is to be filled up as

|    |     |    |        |
|----|-----|----|--------|
| 36 | Yrs | 05 | Months |
|----|-----|----|--------|

Column 8(c) Date of employment is to be provided in DD MM YY format as mentioned in Column 6 (a)

Column 13 An appropriate code is to be entered depending on the asked document is enclosed with the application or not. For example, if certificate for proof of age is enclosed with application then enter 1 in the box provided.

**MINISTRY OF HUMAN RESOURCE DEVELOPMENT  
DEPARTMENT OF EDUCATION  
APPLICATION FORM FOR  
EXTERNAL SCHOLARSHIP/FELLOWSHIP**

**Note: Read instructions carefully before filling up the application**

(To be affixed)  
Recent passport  
size photograph  
duly signed by  
the applicant

**ITALIAN GOVERNMENT SCHOLARSHIPS 1996-97**

- 1 (a) Name of scholarship scheme Scheme Code   
2 Country Country Code   
3 (a) Name of Course Language studies Course Code   
(b) Subject Italian Language and Literature Subject Code

- 4 (a) Name of candidate  
Last Name   
First Name   
Middle Name   
(b) Sex  (1-Male, 2-Female)  
(c) Nationality   
(d) Marital Status  (1-Married, 2-Unmarried, 3-Widow, 4-Widower)

- (e) Father's/  
Husband's name

- 5 (a) Mailing Address   
  
District/City   
State   
Pin Code   
(b) Permanent Address   
  
District/City   
State   
Pin Code

- 6 Date of birth   
Age as on  Years  Months  
(b) State to which you belong   
(c) Caste  1-SC, 2-ST, 3-Others  
If SC/ST, Whether SC/ST certificate is attached  1-Yes, 2-No

- 7 Educational qualifications (starting from high school/higher secondary)

| S No | Board/University | Examination Passed | Subject | Division/class with position | % of marks obtained if any | Year of passing |
|------|------------------|--------------------|---------|------------------------------|----------------------------|-----------------|
|      |                  |                    |         |                              |                            |                 |

- 8 Detail of published work  
(a) Total number of papers published   
(b) Give detail for each of these in order of their publications

| S No | Subject | Date of publication<br>DD-MM-YY | Duration of completion<br>From To<br>(DD-MM-YY) (DD-MM-YY) |
|------|---------|---------------------------------|--|
|      |         |                                 |  |

9. (a) Total work experience (After obtaining the prescribed qualification)  Years  Months  
(b) Details of professional/Research/Training and previous employment

| S. No | Name & address of organisation | Period of service<br>From To | Designation | Nature of work | Reason for leaving |
|-------|--------------------------------|------------------------------|-------------|----------------|--------------------|
|       |                                |                              |             |                |                    |

- (c) Present Employment  
(i) Date of employment

- (ii) Employer's name and address

- Pin Code   
(iii) Designation

- (iv) Nature of work

- 10 Reference of three persons who are familiar with your work (Two of them who taught you in an area of study relevant to course, the third may be from your employer or a person whom you have worked professionally)

- (i) Name   
Designation   
Address

Pin Code

- (ii) Name   
Designation   
Address

Pin Code

- (iii) Name   
Designation   
Address

Pin Code

- 11 VISITS ABROAD

- (a) Have you ever been abroad?  (1-Yes, 2-No)

If 'Yes' give details in item 'b'

- (b) Details of visit

| S No | Country | Period<br>From To | Purpose | Position | Assign-ment to India | Date of re-turning back |
|------|---------|-------------------|---------|----------|----------------------|-------------------------|
|      |         |                   |         |          |                      |                         |

- 12 Proposed programme of Study/Research/Training Specifying

- (i) the work at present engaged in  
(ii) nature and programme of proposed study/research/train-ing  
(iii) future plans/prospects after the study/research/training and its prospects

- 13 Enclosures  
Attested photocopy for  (1-Yes, 2-No)

- (i) Proof of age  
(ii) Educational Qualification  
(iii) Experience Certificate from employer  
(iv) No objection Certificate from employer  
(v) Letter of reference, if any from concerned country

- 14 Declaration  
I certify that foregoing information is correct and complete to the best of my knowledge and nothing has been concealed/distorted I understand that if at any time I am found to have concealed/distorted any material information my selection shall be liable to summary termination without notice and compensation

Place \_\_\_\_\_ Date \_\_\_\_\_ Signature \_\_\_\_\_

**UNDERTAKING**

- (a) I hereby, undertake to bear the cost of international travel on my own if selected for Scholarship offered by the Government of \_\_\_\_\_

- Date \_\_\_\_\_ Signature of the candidate  
(b) In the event of selection of \_\_\_\_\_ for scholarship against the offer of scholarship by the Government of \_\_\_\_\_ the cost of international travel (both ways) will be borne by \_\_\_\_\_

(Name of the sponsor)

- Date \_\_\_\_\_ Signature of the Sponsor  
(Strike out whichever is not applicable)

davp 96/16

# **CENTRE FOR ELECTRONICS DESIGN AND TECHNOLOGY OF INDIA (CEDTI)**

**(An Institution under Govt. of India, Department of Electronics)**

**Akampat, Post Box No. 104, Imphal-795001 (Manipur)**

CEDTIs are set up as Centres of excellence in electronics. They conduct long term courses upto M.Tech. level in electronics product design, refresher courses and R&D projects for industry.

## **RECRUITMENT**

CEDTI unit at Imphal invites application for the following temporary posts (likely to continue):-

1. Principal Design Engineer (Pay Scale Rs. 3,700-125-4,700-150-5,000): 1 post (unreserved: recruitment/deputation)
2. Design Engineers (Pay Scale Rs. 2,200-75-2,800-EB-100-4,000): 5 posts (SC-1, ST-1, OBC-1, UR-2) on recruitment basis

**Qualifications:** B.E. or recognised equivalent degree in Electrical/Computer/Electronics and Communication Engineering with not less than 65% marks or M.Tech./M.E./M. Design in the above fields or Ph.D. (Engg.)

**Age limit:** 40 years for post No. 1; 30 years for post No. 2.

Age shall be relaxed by 5 years for SC/ST candidates and by 3 years for OBC candidates. Age relaxation for Govt. servants shall be applicable as per normal rules.

**Experience:** In the fields of power electronics, electronics and telecommunication, industrial instrumentation or computer engineering is required for the candidates as follows:-

For post No. 1 (PDE): for B.Tech. 10 years, M.Tech. 8 years and Ph.D. 5 years.

For post No. 2 (D.E): a few months is desirable.

Persons working in the field of Design and Development of Electronics Products/Systems will be preferred.

**How to apply:** Application may be sent to the Director at the address given on the top, giving (i) Name (ii) Father's Name (iii) date of birth (iv) Sex (v) Whether belong to SC/ST/OBC (vi) Nationality (vii) Permanent address (viii) Address for correspondence (ix) Qualifications (x) Experience (if any) and accompanied by an account payee draft of Rs. 50/- (Rs. 32/- for SC/ST) drawn in favour of Director, CEDTI, Imphal (Payable at Imphal) and a passport size photograph, within 30 days of publication of this advertisement. Candidates called for interview from outstations will be reimbursed to and fro single rail fare by Second class. Interview will be held either at Delhi or at Imphal. Applications not accompanied by Bank Draft, photograph and attested copies of certificates or received late may not be considered.

davp 1248(1)96



**GRAMS: NIMHANS**

**Ph: 6642121 (20 Lines)**

**Telex: 0845-2186 NIMH-IN**

**FAX: 0091-080-6631830**

**NATIONAL INSTITUTE OF MENTAL HEALTH AND NEURO SCIENCES  
(DEEMED UNIVERSITY)**

**P.B. No. 2900, Hosur Road, Bangalore - 560 029, INDIA**

**NO. NIMH/ACA/ADMN/1996-97**

**ADMISSION NOTICE**

Applications on prescribed form from eligible candidates/employees are invited for admission to the following courses for the Academic Year 1996-97 commencing from 1st September 1996.

**POST CERTIFICATE COURSES IN NURSING:**

(a) Diploma in Psychiatric Nursing (DPN) 30 Seats

(b) Diploma in Neurological & Neurosurgical Nursing (DNN) 6 Seats

Separate application form should be obtained and submitted for each course.

**ELIGIBILITY FOR ADMISSION:**

Minimum qualification for DPN/DNN

- i) Should possess 'A' Grade certificate in General Nursing recognised by Indian Nursing Council.
- ii) Should be a registered Nurse in the State Nursing Council with two years experience.

**GUIDELINES:**

Private candidates admitted to the above nursing course will be paid a stipend of Rs. 400/- per month. The candidates who are on deputation will not be paid any stipend.

**DURATION:**

One year from 1st September 1996.

**RESERVATION:**

15% of seats are reserved for SC.

7.5% of seats are reserved for ST

**COURSE IN NEUROPHYSIOLOGY TECHNOLOGY:**

Diploma in Clinical Neurophysiology Technology (DCNT)

**DURATION:**

One year

**NUMBER OF SEATS: 4**

Preference will be given to deputed candidates from State/Central Govt/Public Undertaking/Private Institutions.

**ELIGIBILITY FOR ADMISSION:**

Minimum Qualification B Sc with Physics/Electronics/Computer Sciences with minimum II Class in the qualifying examination.

OR

Diploma in Electronics/Electrical/Instrumentation.

OR

Diploma in Computers (approved by Board of Technical Education).

OR

PUC with 3 years experience as EEG Technician.

**INSTRUCTIONS:**

1. Prescribed application can be had from the Director, NIMHANS by enclosing an Indian Postal Order of value of Rs. 100/- drawn in favour of the Director, NIMHANS, Bangalore, along with a self addressed stamped envelope (26cmx10cm) of Rs. 9.00.
2. Applications completed in all respects should be sent to the Director, National Institute of Mental Health and Neuro Sciences, P.B. No. 2900, Bangalore-560 029.
3. Last date for issue of application is
  - i) Through post : 10th June 1996
  - ii) In person : 20th June 1996
4. Last date for receipt of filled in application is 21-06-1996.
5. Commencement of Courses : 1st September
  - i) Last date for admission : 7th September
  - ii) With earlier request : 15th September

**DR S.M. CHANNABASAVANNA  
DIRECTOR**

# NATIONAL INSTITUTE OF MENTAL HEALTH AND NEURO SCIENCES (DEEMED UNIVERSITY)

P.B. No. 2900, Hosur Road, Bangalore - 560 029, INDIA

NO. NIMHACA/ADMN/1996-97

## ADMISSION NOTICE

Applications on prescribed form from Indian Nationals are invited for admission to the following courses for the Academic Year 1996-97 commencing from September 1, 1996 -

### A POST-GRADUATE DEGREE/DIPLOMA COURSES

- |    |  |          |
|----|--|----------|
| 1  | Doctor of Philosophy (Ph D)  |          |
| a) | Ph D Degree in Clinical Psychology   | 4 Seats  |
| b) | Ph D Degree in Neurophysiology   | 2 Seats  |
| c) | Facilities for registration for Ph D in other subjects are also available. Candidates desirous of availing such facilities may contact the Registrar |          |
| 2  | DM Degree in Neurology   | 4 Seats  |
| 3  | M Ch Degree in Neurosurgery  | 4 Seats  |
| 4  | MD Degree in Psychological Medicine  | 8 Seats  |
| 5  | Diploma in Psychological Medicine  | 15 Seats |
| 6  | M Phil in Medical & Social Psychology  | 12 Seats |
| 7  | M Phil in Psychiatric Social Work  | 12 Seats |
| 8  | M Phil in Neurophysiology  | 2 Seats  |
| 9  | M Phil in Biophysics   | 2 Seats  |
| 10 | M Sc in Psychiatric Nursing  | 6 Seats  |

SEPARATE APPLICATION FORM SHOULD BE OBTAINED AND SUBMITTED FOR EACH COURSE

### B. ELIGIBILITY FOR ADMISSION TO ALL COURSES:

Minimum Qualifications for admission to SI 1 (a,b & c)

- 1 a) **Ph.D Degree in Clinical Psychology:** First Class MA degree in Psychology or DM&SP/M Phil in Medical & Social Psychology of a University or recognised by the NIMHANS
- b) **Ph.D Degree in Neurophysiology:** Master's Degree in Life Science/M Phil/MD/ DNB/M Ch in Neurosurgery/DM in Neurology of a University or recognised by NIMHANS
- c) **Ph.D. degree in other subjects:**  
A Master's degree in any discipline related to Mental Health and Neuro Sciences with a minimum of 60% marks in the aggregate or DM in Neurology/M Ch in Neurosurgery/MD/MS/Diplomate of the National Board of Examinations of a University or recognised by the NIMHANS

Minimum Qualifications for admission to Courses from SI No 2 to 5

- (i) MBBS degree of a recognised University or any other Qualification recognised as equivalent by the NIMHANS and recognised by the Indian Medical Council.
- (ii) A certificate to the effect that compulsory Rotating Internship of one year after MBBS or its equivalent recognised by Indian Medical Council should be produced before 30.07.1995.
- (iii) Full Registration with a State Medical Council, and
- (iv) a) Candidates with MBBS will pursue 5 years course in DM degree in Neurology and M Ch degree in Neurosurgery  
b) For DM degree in Neurology, candidates with MD Degree/Diplomate of the National Board of Examinations in General Medicine or Paediatrics and for M Ch in Neurosurgery, MS degree or Diplomate of National Board of Examinations in General Surgery or Orthopaedics of a University recognised by the NIMHANS and also recognised by the Indian Medical Council will pursue 3 years course

Minimum Qualifications for admission to Courses from SI Nos 6 to 10

**M.Phil in Medical & Social Psychology:** MA degree in Psychology of a University recognised by the NIMHANS securing not less than 55% marks in the aggregate of the Master's Degree as a whole

**M. Phil in Psychiatric Social Work:** Master's Degree of Social Work from a University recognised by the NIMHANS securing not less than 55% marks in the aggregate of the Master's Degree as a whole. Preference will be given to those who have specialised in Medical and Psychiatric Social Work

**M.Phil in Neurophysiology:** MBBS degree or Master's Degree in Life Sciences with not less than 55% marks in the aggregate of a University recognised by the NIMHANS

**M.Phil in Biophysics:** A candidate who has obtained not less than 55% marks in the Master's Degree in Physical/Life Sciences or MBBS or BE from a University recognised by the NIMHANS

**M.Sc in Psychiatric Nursing:**

- (a) The course is open to those who are Registered Nurses with B Sc/B Sc (Hons) Nursing of any University which is recognised by NIMHANS Deemed University with not less than 60% Aggregate marks
- (b) Should have a minimum of two years of experience after obtaining B Sc/B Sc (Hons) Nursing degree in Hospital Nursing Education, Institution or Community Health setting

### C. GUIDELINES:

In respect of Non-Medical Courses, candidates who have appeared for the qualifying examinations and are awaiting results, may also apply. However, such candidates will be eligible to appear in the final interview only if they produce the proof of having passed the examination in writing issued by the University as on the date of interview. In respect of Medical Courses, the candidates should have completed one year internship and registration with State Medical Council on or before 30/07/1996

### EMOLUMENTS:

Candidates admitted to Medical Courses will be paid as per the Residency Scheme, i.e., they will be paid total emoluments of Rs 6985/- per month in the first year and Rs 7178/- per month in the second year and Rs 7372/- in the third year. This will be inclusive of all admissible allowances

Candidates with PG Degree (MD/MS) admitted to the 3 years course in DM Neurology/M Ch Neurosurgery will be considered for the post of Senior Resident, subject to the availability of vacancies  
 Candidates admitted to other M Phil Courses will be paid total emoluments of Rs 3499/- per month in the first year and Rs. 3628/- in the second year This will be inclusive of all admissible allowances  
 Candidates admitted to Ph.D courses (only under 1 a & b) will be paid emoluments of Rs. 3757/- per month in the first year and Rs 4303/- per month in the second and third year. This will be inclusive of all admissible allowances.  
 Candidates admitted to M Sc in Psychiatric Nursing Course will be paid Rs. 500/- as stipend per month during the period of the course, with the exception of the candidates who are on deputation/drawing pay and allowances from their employers

#### RESERVATION OF SEATS:

- 1 Reservations are provided for SC/ST candidates as per Government of India directions, i.e., 22.5% (15% for SC and 7.5% for ST) of the total Post Graduate Medical and Non-Medical courses (except DM in Neurology and M Ch in Neurosurgery)
- 2 5% of the total of Post Graduate Medical seats (except DM in Neurology and M Ch in Neurosurgery) are reserved for Medical Graduates who are working under the Family Welfare Programme in the rural areas having less than 5000 population for more than 2 years subject to submission of certificate from the Tahsildar.
- 3 Six seats in Diploma in Psychological Medicine and three seats in M Phil in Medical and Social Psychology are reserved for domiciles of Karnataka State

#### NOTE:

To claim that the candidates are residents/domiciles of Karnataka State origin, they have to produce certificate from the Tahsildar to the effect that he/she or his/her parent/father/mother has been a resident of Karnataka State for a period of 10 years or has owned or possessed landed property or house in Karnataka State  
 Preference will be given to candidates deputed by Central/State Governments

#### INSTRUCTIONS:

- 1 Prescribed application can be had from the Director, NIMHANS on request mentioning the course and by enclosing an Indian Postal Order of the value of Rs 250/- drawn in favour of Director, NIMHANS along with a self addressed stamped envelope (25cmx18cm) of Rs 9.00
- 2 Candidates may apply for more than one course provided they are eligible
- 3 Applications, complete in all respects, should be sent to the Director, NIMHANS, P B No 2900, Bangalore-560 029
- 4 Last date for issue of applications
  - i) Through post 10th June 1996
  - ii) In person 20th June 1996
- 5 Last date for receipt of filled-in applications is 21/06/1996
- 6 Written test will be held in respect of each course separately at Bangalore on Sunday the 28/07/1996
- 7 Commencement of Course
  - i) Last date for admission 1st September
  - ii) With earlier request 7th September

DR. S.M. CHANNABASAVANNA  
 DIRECTOR



## UNIVERSITY OF GORAKHPUR

### ADMISSION NOTICE

#### M.B.A. 1996-97

SCHEME-I 30 seats for Indian citizens only through admission test.

SCHEME-II 30 seats for Foreign Nationals/NRIs/NRI sponsored candidates on merit

#### ELIGIBILITY FOR ADMISSION TEST

Bachelor's degree in any discipline Candidates appearing at the final examination of the qualifying degree may also apply However, such candidates will not be permitted to appear at group discussion and interview if they fail to submit the proof of their having passed the qualifying examination at that time

#### WRITTEN TEST

Sunday, July 07, 1996  
 9 00 A M to 12 Noon

#### TEST CENTRES

Gorakhpur, Allahabad  
 Lucknow, Delhi, Patna  
 and Calcutta

#### GROUP DISCUSSION & INTERVIEW

at Gorakhpur

Last date for receipt of duly filled in forms at the  
 Office of Director MBA Programme, Department of Commerce  
 University of Gorakhpur-273 009 U P (INDIA)

JUNE 08, 1996

Application form and Brochure can be obtained on any working day from the Office of the Director MBA Programme, Department of Commerce between 11 A.M to 2 P M on payment of Rs 400/- (inclusive of written test fee) through Bank Draft in favour of "MBA SFS A/C, Department of Commerce, University of Gorakhpur" payable at Gorakhpur Separate applications are to be submitted for admission under Scheme I and Scheme II

Request for application form by post must also accompany a self addressed envelope of size 8" x 10" affixed with stamps of Rs 12 00

**A FEW SCHOLARSHIPS ARE AVAILABLE TO CANDIDATES ADMITTED THROUGH TEST.**

Phone: (0551) 337354 (O)  
 (0551) 333851 (R)

PROF. D.P. AGRAWAL  
 DIRECTOR

eligibility test for lecturers conducted by UGC, CSIR or similar test accredited by the UGC, provided that candidates who have submitted Ph.D. thesis or passed the M Phil. examination by 31st December, 1993 are exempted from the eligibility test for lecturers conducted by UGC, CSIR or similar test accredited by the UGC

I- Note: Relaxation from 55% to 50% may be given to the candidates who have cleared the eligibility test for lecturers conducted by UGC/CSIR, or a similar test accredited by the UGC or the JRF examination conducted by UGC/CSIR only

II- Note: Those who have applied earlier in response to Advertisement No. 1-A/94-95 dated 30.06.1994 need not apply again, they will be considered on the basis of their previous applications if found eligible

#### G. CAREER PLANNING CENTRE

##### 12 COUNSELLOR (Temporary)

Scale of Pay. Rs. 2200-4000 plus allowances

##### Qualifications

##### I- Essential

At least M Phil -degree in Psychology with consistently good academic record.

##### II- Desirable

(a) Experience of Career Planning Information dissemination arranging career talks and designing training programme

(b) Extension experience of measuring aptitude, interest and personality

(c) Research experience in Career Guidance

(d) Diploma in Guidance and Counseling

NOTE: Preference will be given to Women Candidates

#### H FACULTY OF ENGINEERING & TECHNOLOGY

##### 13 LECTURER IN APPLIED CHEMISTRY, Department of Applied Chemistry

##### Qualifications - Essential

First Class Master's Degree in Appropriate branch of study

Prescribed application forms with instructions may be had either

a) Personally from the Reception Counter, Administrative Block, AMU on production of Cash receipt for Rs. 25/- issued by the Cash Section, Finance Office, A M U, Aligarh, or

b) By post from the Assistant Registrar (Selection Committees), Aligarh Mus-

lim University, Aligarh - 202 002, by sending a written request (mentioning the post, Advertisement number and date) with a self addressed stamped (Rs 2/- envelope of 9x4" - size and a crossed IPO/DD for Rs. 25/- payable to the Finance Officer, Aligarh Muslim University, Aligarh - 202 002. The cover should be superscribed on the top left with 'Request For Employment Form'

Complete application form along-

with Cash receipt/IPO/DD for Rs. 125/- (non-refundable application fee) procured in the above manner may either be delivered personally or sent by post, superscribing on the top left of the cover the post applied for, advertisement number and date, to the Assistant Registrar (Selection Committees), Aligarh Muslim University, Aligarh- 202 002, so as to reach him by 31.05.1996.

Dr. H.A.S. Jafri

REGISTRAR

## WANTED LECTURERS

Applications are invited for the following posts -

- |  |                   |
|--|-------------------|
| 1) LECTURERS IN ACCOUNTANCY & COMMERCE | 2 posts full time |
| 2) LECTURER IN GEOGRAPHY OF RESOURCES  | 1 post part time  |
| 3) LECTURER IN BUSINESS LAW            | 1 post part time  |
| 4) LECTURER IN COMPUTER SCIENCE        | 1 post full time  |

### ACADEMIC QUALIFICATIONS:-

i) For posts under Sr No 1 to 3 - Masters degree in relevant subject (i.e. minimum 6 papers) with at least 55% or its equivalent grade and a good academic record For post no 1 the candidate having qualification F C A with B Com degree can also apply

ii) For post under Sr No 4 - First class B E/B Tech in Computer Science or Electronics having consistently good academic record with two years experience of teaching/research/industry In case candidates having passed GATE are not available or found suitable, candidates without GATE may be considered for temporary appointments

OR

M.E/M.Tech in Computer Science or Electronics with 55% marks and good academic record

OR

M C A or M Sc in Computer Science or Electronics with 55% marks and good academic record

OR

M Sc. Statistics or Mathematics with 55% marks and good academic record with exposure to Computer Science

Candidates for all the above posts should have cleared the eligibility test for lecturers conducted by UGC, CSIR or similar test accredited by UGC In case candidates having passed the said eligibility test are not available candidates fulfilling other conditions would be appointed on purely temporary basis

### RESERVATION OF POSTS:-

The post under Sr No 2 & 3 are reserved for candidates belonging to SC/ST/De-notified Tribes/Nomadic Tribes These posts are being advertised for the third time Candidates from categories other than that of Reserved categories for the posts under Sr. No. 2 & 3 need not apply.

### SCALE OF PAY:-

Rs 2200-75-2800-100-4000 plus admissible allowances

Persons who are already employed shall send their applications through proper channel Break in service, if any should be accounted for

Interested candidates should apply giving full details of academic qualifications from SSCE onwards clearly indicating the subjects offered, marks scored and class/division obtained at the public examination, teaching experience, address, date of birth, etc

True copies of marks statement of all public examinations passed should be enclosed

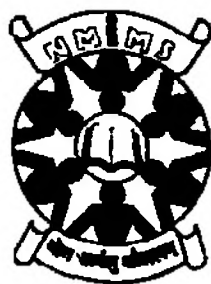
Applicants should attach true copy of Caste Certificate Applications duly completed should reach the Principal within 15 days from the date of publication of this advertisement.

B.G. Nayak

PRINCIPAL

13th April, 1996





Shri Vile Parle Kelavani Mandal's

**NMIMS**



## **NARSEE MONJEE INSTITUTE OF MANAGEMENT STUDIES**

V.L. Mehta Road, Vile Parle (W), Mumbai - 400 056.

☎ 6143177/6106889/6183665, Fax: (91) (22) 6114512

### **DISTANCE EDUCATION PROGRAMMES THROUGH CORRESPONDENCE & TELEVISION**

NMIMS is a premier centre of excellence in Management Education, recognised by University of Bombay, All India Council for Technical Education and University Grants Commission.

NMIMS in association with ZED Education set up by the popular Zee TV Channel offers a unique opportunity to acquire Management Qualification through Television and offers the following programmes.

| <b>One Year Diploma In</b>   |
|--|
| <b>1. BUSINESS MANAGEMENT (DBM)</b>  |
| <b>2. HUMAN RESOURCES MANAGEMENT (DHRM)</b>                                    |
| <b>3. MARKETING MANAGEMENT (DMM)</b>   |
| <b>4. FINANCIAL MANAGEMENT (DFM)</b>   |
| <b>5. INTERNATIONAL TRADE MANAGEMENT (DITM)<br/>(Import/Export Management)</b> |

Those enrolling will be sent high quality study material to supplement TV lessons, can attend personal contact programme, and will be awarded the Diploma on passing.

**ELIGIBILITY :** Graduate of recognised University or Diploma in Engineering/Technology.

For the convenience of participants Examination centres have been opened in Ahmedabad, Bangalore, Mumbai, Bhubaneshwar, Calcutta, Chandigarh, Delhi, Hyderabad, Indore, Nagpur, Patna, Pune, Dubai & Muscat.

Request for Prospectus and Application forms should be accompanied by a Demand Draft for Rs. 100/- in favour of Narsee Monjee Institute of Management Studies payable at Bombay.

**LAST DATE FOR ADMISSION - July 30, 1996**

**COURSE COMMENCES ON - August 1, 1996**

For full particulars, Prospectus & Application form Contact/write to Shri R.D. Shetty, Registrar at the following address

**Y.K. BHUSHAN, Director**



**ANNAMALAI UNIVERSITY**  
**DIRECTORATE OF DISTANCE EDUCATION**  
**OPEN UNIVERSITY SYSTEM**  
**ADMISSION NOTIFICATION FOR**  
**P.G., U.G. & DIPLOMA COURSES FOR 1996-97**

Telephone: 04144-22610 (CDM)

Telex 4602 202 DDEC IN

Fax 04144-22987

The Directorate offers the following courses of study under the Open University System  
 Admission is open to persons all over India

**1. POST GRADUATE COURSES: (Two Years)**

M.A. History\*/Economics\*/Sociology\*/English/Tamil/ Public Administration

**2. UNDER GRADUATE COURSES: (Three Years)**B.A. History\*/Sociology\*/Psychology/Economics\*/ Political Science\*/English/Tamil/Population Studies\*/  
B.Lit (Tamil)/B.Com.\*/B.Sc. (Maths)**3. DIPLOMA COURSE: (One Year) Diploma in Saiva Siddhanta\***

(\* both English and Tamil Medium offered)

**ELIGIBILITY**

**No formal educational qualification is required.** To be eligible for admission to U.G. and Diploma Courses, one must have completed 18 years of age and for P.G. Courses 25 years of age as on 01.07.96. Provisional admission to the courses will be confirmed only on the applicant passing the Entrance Test after undergoing the preparatory (orientation) course.

Application form and Prospectus can be had from *The Special Officer, Open University System, Directorate of Distance Education, Annamalai University, Annamalai Nagar - 608 002* by sending a requisition and a self addressed envelope along with a crossed Demand Draft for Rs. 50/- towards the cost of application form drawn in favour of the **DIRECTOR, D.D.E., ANNAMALAI UNIVERSITY**, on any bank payable at Annamalai Nagar or Chidambaram, mentioning clearly the name of the course. Demand drafts purchased on or after 21.03.1996 only will be accepted.

Applications can also be had in person from the Directorate of Distance Education and the following Study Centres and Information Centres\*\* from 21.03.1996 on payment of Rs. 50/-.

**All the Study Centres and Information Centres except that at Annamalai Nagar will remain closed on all Tuesdays, Second Mondays and other public holidays.**

Application for all courses will be issued upto 30.06.1996. The last date for receipt of filled-in application is 07.07.1996.

**SPOT SELECTION:** Spot selection for admission to the orientation course will be made through all our Study Centres for all courses from 25.03.1996.

Those who have passed the Entrance Test during 1995-96 but could not join the courses are also eligible for admission without the Entrance Test this year.

Applicants are advised to write to the Directorate individually for application forms and admission. The Directorate has no agents. Spurious applications would be summarily rejected.

PLACE, Annamalai Nagar

DATE 19-03-1996

**Dr. A. SUBRAMANIAN****DIRECTOR**

\*\* (1) **MADRAS:** 19, Rukmani Lakshmi Pathi Road, Egmore, Madras - 600 008 (18555010), (2) \*27 North Park Street, Venkatapuram, Ambattur, Madras - 600 053, (3) \*11, First Cross Street, New Colony, Chrompet, Madras - 600 044, (4) **TIRUCHI:** 32-B, 7th Cross, Thillai Nagar, Tiruchi - 620 018, (5) **SALEM:** 15, Dr. Subbarayan Street Salem - 636 001 (Near Palace Theatre) (2419660), (6) \***NAGERCOIL:** 316-E, K.P. Road, Nagercoil - 629 001 (30561), (7) **TIRUNELVELI:** 49-C, Kailasapuram North Street, Bava Building (Near Bus Stand) Tirunelveli - 627 001 (322923), (8) **VELLORE:** 4, Thiagarajapuram, Vellore - 632 001 (Near Lakshmi Theatre) (27647), (9) **MADURAI:** 176, North Veli Street, Madurai - 625 001 (2541327), (10) **COIMBATORE:** 72, Sarojini Street, Ram Nagar, Coimbatore - 641 009 (234406), (11) **KARAIKUDI:** 7, Seventh Street, Subramaniapuram, Karaikudi - 623 002. (23417) (12) **NEW DELHI:** 51 A, Institutional Area, Thughlagabad, (Near Batra Hospital), New Delhi - 110 062. (26987638), (13) **CALCUTTA:** 19, Sardar Sankar Road, Calcutta - 700 029 (24667215) (\*Information Centres)

